

# International Association of School Librarianship

1980



## ANNUAL CONFERENCE PROCEEDINGS

CIUDAD GUAYANA, VENEZUELA  
JULY 14 - 17, 1980

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## Introduction

The ninth annual conference of the International Association of School Librarians gathered together in the city of Guayana, Venezuela between the 14th and the 17th of July, 1980, under the theme Present Situation and Prospectives of School Libraries in Latin America and Other Regions. The works presented are gathered in this memoir and represent a valuable contribution in informing those who are involved in the field of school library service. During the development of the conference the interest generated by the service by school librarians among the greatly diverse institutions and professionals was evidenced by the list of sponsors and participants that are included in this volume. This interest is naturally tied up to the primary role which is our call: school libraries within the national system of information, which are considered integrated by the school libraries, public libraries, and university or specialized ones. Among this system school libraries constitute the first step in the formation and development of the skills and habits in reading and the search of information that today are fundamental elements in the formation of human beings and an important ingredient in the social and economical development of man.

The conference offered the opportunity to discuss and interchange information among other topics such as:

-The present situation of library service in Costa Rica, Peru, Colombia, Jamaica, Canada, Nicaragua, United States of America, England, Japan and Venezuela. This interchange of information is of a great importance because it allows the comparison of solutions that each of the library systems has proposed in order to solve the problems that are common to many countries.

-The training of teacher librarians as a theme was brought out in a very wide spectrum: from a theoretical aspect related to the new conception of the school library and the type of librarian that ought to be trained in the future in order to meet these demands, to those more practical aspects such as definitions and mechanisms common to all human resource training on a very regional level.

-The integration of the school library within a system and the necessity to progressively eliminate the conception that the library is an isolated



entity. This topic is of a great interest and importance due to the fact of the scarcity of economic resources among the educational systems; above all, to those countries who are to be developed and who can now dedicate effort to the creation and maintenance of library services which are necessary to centralize certain services and functions in support of the school library.

- The attention to the formal educational system from the public libraries.

- The addition of material for children and their uses in services of school libraries.

- The role of the national association of the school librarians in the improvement of services and the possible mechanisms for regional integration.

Besides this, there was the opportunity to discuss union problems, especially in relation to institutional and social recognition of the teacher librarian and the role that he is to play as an administrator in the school library, as conceived as a transforming element in education whether it is formal or not formal. It is our sincere wish that this memoir may serve to consolidate the professional ties that were established in this conference, and to support the plans of action that were discussed here.

For those who did not have the opportunity to attend, we hope they can find in them elements that allow them to enrich their experiences; mechanisms for the solution of problems that are appropriate, and the stimuli in order to communicate with other colleagues.

In the name of the organizing committee, it pleases us to give our sincere thanks to those that sponsored and participated in this organization, without whose collaboration it would have been impossible to organize the ninth conference of the International Association of School Librarians. Special mention must be given to the Autonomous Institute of the National Library and Library Service, to the School of Library Science Archives of the Central University of Venezuela of the Venezuelan Corporation of Guayana, the Ministry of Education of Venezuela, to the First National Congress of the Republic of Venezuela, to the Technical Secretary of the National System of Library Service and Information, to the Lottery of Zulia, and the Organization of American States.

In the name of the organizing committee I wish to welcome you to this annual conference of the International Association for School Librarianship, the ninth that has taken place in the world and the first in Latin America. As a central theme, the conference has chosen that of the School Library in Latin America and other regions. Activities have been prepared in which we will have the opportunity to receive information about prior status and the present situation of school libraries in different countries, as well as to discuss their perspective, their projections, and the training of this cornerstone of service; that is the school librarian. We have provided, besides, other activities that will allow us to expand and reinforce the concept such as how the school library is presently managed and that it necessarily is changing in order to adapt itself to this new dynamic era in which we live. Finally, we have prepared activities that will allow us to contrast the theoretical concepts with the reality of the school library, here in the nucleus of library service in the city of Guayana.

The choice of this country and this city as it occurred for this reunion is not casual. Here, in this place, a development has been taking place for 20 years with a very vigorous industrial, urbanistic and educa-



tional program that conforms to one of the pillars of the Venezuelan future. Within this program is the nucleus of library services of Guayana that, with the finance of the Minister of Education and the Venezuelan Corporation of Guayana and also the Government of the State of Bolivar and under the coordination of the Banco del Libro, has been personally forming the development and the training of librarians taking care, through libraries, of those students and teachers of the public schools of the city.

Recently the Organization of American States has approved the project by which Venezuela together with other countries will initiate an exchange of information about services of school librarians. This event in itself, to those people who collaborate in Guayana and to those in Venezuela who are intimately related to the school library, is a very important step in the long struggle for the development of services of librarians.

The organizing committee of this conference was constituted nine months ago by the representatives of different institutions such as the Banco del Libro, the Institute of the National Library and Services of Librarians, the School of Library and Archives of the Central University of Venezuela, and the technical secretary of Sinasbi. To the Banco del Libro went the task of organizing the logistic support of the local arrangements to which it gave great part of its resources. We wish to give thanks for the support that we have received from the sponsoring institutions and very specially to the Venezuelan Corporation of Guayana, to the Autonomous Institute of the National Library, to the Minister of Education, to the technical secretary of Sinasbi, and to other public and private institutions without whose support this great event would have never taken place.

During the next four days we will share this room surrounded by this magnificent natural scenery created by the greatness of the Caroni River and united by the common effort of exchanging experiences. We will discuss the problems and organize our programs of mutual cooperation. All this is with a final goal of accomplishing more and better libraries for more and better readers today and in the future generations to come. Again, in the name of the organizing committee, welcome.

Speech by Professor Gustavo Bruzual P.,  
Executive Director of the Banco de Libro at the Inauguration of the Ninth  
Conference of the IASL.

Professor Aurisela Alvere, Vice Minister of Education and other distinguished guests of the proceeding, Dear participants in the International Conference of School Librarians, ladies and gentlemen:

I am forced to be brief in my salutation and welcome as a representative of the Executive Director of the Banco del Libro. I am honored to address this conference because it is certain that authorized voices not only in the field of library services but in the field of general education will be heard in this inaugural session and throughout the entire conference.

Banco del Libro constitutes in our country a truly pioneer institution in the promotion and encouragement for reading. We recently have arrived at our 20th birthday maintaining ourself as an institutional vanguard in the field of library and school library services. As it has been well pointed out by its founder Dr. Virginia Betancourt here accompanying us, the bank is an institution which by testing and giving services has been characterized as knowing and maintaining their work equipped to political impartiality. Of course, as a natural consequence of this, it has been able to maintain a continuity of relationship with public organisms which is practically without precedent in our community.

Precisely it is because of these characteristics of this institution, open to any change or innovation, that the Bank accepted and welcomed the responsibility to organize this ninth International Conference of Association of School Librarians, IASL. We feel that this institution will constitute, without any doubt, the most magnificent scenario to the most creative interchange of experience or ideas. All the representatives of the Banco del Libro have, as a group been concerned with this event. They made this possible by submerging their effort in the best spirit of collaboration in order to transmit the result of our experience and to enrich the most valuable contribution of our distinguished visitors from other countries.

I'm honored to reiterate to you our message and welcome. We are pleased to foresee the most successful and productive development in this conference.

Greetings from President Amy Robertson at the Opening Session of the 9th Conference

Honorable Vice Minister of Education  
Executive Director of the Banco del Libro  
Chairman and Members of the Local Arrangements Committee  
Members of the Board, colleagues and friends:

Since the inauguration of IASL in Jamaica in 1971 we have long cherished a dream of meeting in Latin America, for, though we do not speak your language, we feel very close to you.

Today this dream has come true and we rejoice that we are meeting in this exciting city to share our knowledge, dedication and commitment to the intellectual development of our children.

Through IASL an international forum was created by the concern, thought and vision of true educators.

As we view the vastness of the great country, realizing the vital part it is due to play in the economic well-being of the world, we know that this is an historic time and place for this, our ninth meeting. We reflected on the fact that it is not the millions of Bolivars which your rich earth produces which has brought us here, nor the natural wonder of your rivers, it is a school library program which we have flown thousand of miles to see. The fame of the Banco del Libro program has spread over the world.

It is a model of innovation and philanthropy, and we consider ourselves honored to be here as your guest and to have the opportunity of observing the program. We realize that there are many teachers, many children and librarians working through the school, and we welcome you and want to invite you to join IASL family.

We look forward to your contributions and we pledge to make our Newsletter reflect our internationalism by having articles in languages other than English and initiating translations of material of interest to the school librarianship community.

Like many other associations that face difficulties in raising the kind of budget which would make our work more meaningful, we are throwing out a challenge to you, our members and supporters to catch the spirit of activities and industry which this town radiates and to help us put our association on firm financial footing.



On behalf of IASL, I want to thank the Conference Arrangements Committee whose chairman, Dr. Nelson Rodriguez Trujillo, has been the moving force behind these arrangements.

We hope that you all feel satisfied that your effort has been greatly appreciated; we look forward to this week with you.

Before closing, I invite the representatives of our members' association and countries officially represented at this conference to bring greetings.

IFLA Representative, Mrs. Horowitz

In the name of the Executive Council of the International Federation of Library Associations and Libraries of the Permanent Committee of the Latin American-Caribbean Section and most especially of the Section of Children's Libraries, I bring the warmest greetings and best wishes for the success of the ninth conference.

I now will call on Dr. Michael Alleyne, Sub-Director of the Department of Educational Affairs in the OAS Office in Washington D.C. to bring greetings.

Thank you, Madam President of the Association. First of all, I'd like to congratulate the Government of Venezuela, represented here by the Vice Minister, Prof. Aurisela Alvarez Medina, for giving us an opportunity to visit this wonderful country. On behalf of the Organization of American States, I would also like to congratulate the committee for organizing the Conference.

I would like to bring it to your attention that in the Organization of American States there are two departments: The Department of Education of which I am Deputy Director, and Department of Culture, which has been represented most ably by our dear Martha Tomé whom many of you know.

I would like to think that it is significant that in the Department of the Organization of American States, we have been able collaborators both in Education and Culture where libraries are associated. I think it well for the development of school libraries that the OAS has been bridging the gap between education and library services.

Since 1970 the OAS has been assisting in the development the school libraries in Latin America and the Caribbean with projects in Colombia, Venezuela, Bolivia, Peru, Costa Rica, Chile, El Salvador, and Nicaragua.

We have a three-month course for all Central American countries in Costa Rica, which is continuing. In 1980-81 we also started a new integrated project in school libraries with the participation of Venezuela, Colombia and Costa Rica. I think Peru will enter in 1980.

We feel very proud in the OAS that we have been able to assist in the development of school libraries. We would also like to congratulate the Banco del Libro for its splendid work in providing books for schools.

We are also pleased to know that for the first time a Conference of this nature has been held in Latin America, and we are very proud to be associated with the effort to have this conference hosted in Latin America.

I am hoping that this conference will promote or suggest other projects of an integrated nature for which the OAS will be willing to fund. In particular, in view of the fact that there are no such projects in English speaking Caribbean. Especially, too, since Jamaica was the place for holding the inaugural meeting, we hope that an integrated project for English speaking Caribbean may emerge from this meeting. So on behalf of the OAS, I would like to welcome you to the meeting and bring greetings. I hope that this meeting will continue to move school library services even further in the social development in Latin America, the Caribbean, and all over the world. Thanks.

#### Greetings from Michael Cooke, Vice President of IASL

I'm grateful, Madam President for giving me this opportunity to bring greetings from the School Libraries Association in the United Kingdom. This is a great opportunity for us to get together and share ideas. We are confident that it has much to offer. School Libraries have been developing on its own way, and it is an opportunity for us all to see others experiences which we can gain from this association. I might take this opportunity of bringing your attention to the fact that the next conference of the Association will be held in the United Kingdom in Wales. I hope many of you may feel able to return the hospitality given us here by joining us in Wales in 1981.

#### John G. Wright

On behalf of the Canadian School Libraries Association which met in



Vancouver in June, I was asked to convey to this association and all the people present our very warmest greetings. Like Mr. Cooke, I ask you to think of coming to Canada in 1982, when we shall entertain you and to tell you about programs in our country.

Lucille C. Thomas:

As chairperson of the International Relations Committee of AASL American Association of School Librarians, ., I am delighted to bring greetings and to participate in this historic conference, and look forward to a better association in the future. Thanks for giving me this opportunity.

Takako Akaboshi: (Japan)

On behalf of the School Library Section of Japan Library Association, I bring warmest greetings to everybody in this conference. Thank you very much.

Katie Mungo - Jamaica:

As chairman of the School Section of the Jamaica Library Association I'm very happy to be here and to bring you greetings from the Jamaica Library Association. I wish you all success in this conference, and I expect to learn a lot from my colleagues here.

I'm looking forward to seeing and learning more about the activities of the Banco del Libro; for me especially, this is going to be a very educational experience. Greetings and thanks in advance.

Speech by Dr. Eduardo Castaneda, Representative of the Venezuelan Corporation of Guayana.

Professor Aurisela Alvarez Medina, Director General of the Ministry of Education,

Mrs. Virginia Betancourt, Director General of the Autonomous Institute of the National Library of Library Service,

Representatives of the International Association of School Librarianship

Representatives of O.A.S.

Representatives of the International Federation of Library Associations,

Directors of the Banco del Libro, organizational entity of this conference,

Ladies and Gentlemen:

It gives me double enjoyment and satisfaction to be present at the opening of the work of this international conference as a representative of Senior President of the Venezuelan Corporation of Guayana. It would seem perhaps a little bit strange that a regional corporation of development would find itself with so many expectances about the results of this conference. Without entering into many details, I should express that it is, to us, similarly important what this conference is and what its result may be. What the directive lines will be for the execution of projects logically will be oriented to the major welfare and to the major and great process of development of our community.

I have said that we would like to enter into greater details, but I'm forced and obliged perhaps to pronounce some affirmations that are very important to us because of our commitment to this entity to promote and coordinate the development of our region. To those who have never been in the professional field of library services it is sometimes not of major importance. You may pardon my indiscretion. Some discussion may arise about what our library services are; if they belong to the school or they are public services. At this particular point, I repeat our affirmation, (perhaps full of audacity and a little bit of ignorance)

that within our plans of social development and cultural in this region the existence and expansion of library services is very important, be it a school kind or maybe of a public service kind. Our perspective is that it is both types of services. Both modalities must be promoted, and they must be complimentary to each other and divergent. The development of library services seems to us to be one of the most valuable auxiliaries that we are

able to use in order to implement the development of our community.

In this sense, library services must be oriented toward the point of view of the extent of satisfaction which each of us may achieve through educational development in order to accomplish a greater standard level of education for the whole population and, if you may wish, even to a greater level of autonomy of those who have been educated among our citizens.

It is a measurable contribution that library service may and should offer to the cultural development of the region. Especially in a region with cultural development such as ours, it is a sign of the need for contribution in order to identify, to promote, and to diffuse these elements that we can say are constituted to our identity, cultural and historical.

To us, it is also very important to increase the library services in quality, in quantity, and in the measure to which they are associated with the development of information. It will be difficult for us to construct or help to construct a society authentically democratic; it will be difficult for that society to be more solid, if there is not efficient service of information of which the libraries have to be the major mechanism. In these aspirations of a great participation and a great pluralism, ideologically and culturally, of a great solidarity, we see that the aspirations of many countries converge. Perhaps, because of all of this, it is a sign of modern times. We see, I repeat, that the aspirations of many countries converge, and they will remain reunited.

From this point, Venezuela feels great emotion to share these aspirations with them, and it wishes the major success to the deliberations and changes of opinions that will be always very vociferous. In the name of the Venezuelan Corporation of Guayana I want to welcome you with our sincere congratulations, to give our best and great encouragement to the success of this conference, and to give our most cordial welcome and hospitality, which you will always find among our countries. Thank you very much.



SPEECH OF VIRGINIA BETANCOURT, DIRECTOR OF THE NATIONAL LIBRARY OF VENEZUELA

In Venezuela, the systematic development of library services is very recent and is closely linked to the establishment of democratic government only 22 years ago, to the emergence of popular education, and to the processes of urbanization and industrialization. Libraries have, in our country become the main instrument for democratization of information.

During these years the Book Bank, a private non-profit association free of bureaucratic and political bindings, has shown that it is not only possible but necessary to define common objectives, strategies and procedures for the organization of library services for children and young people. The experimental and demonstration programs of this organization have shown that in an underdeveloped -- country, common elements are predominant in organizing and developing school and public libraries. The impact of such programs has created the favorable conditions for issuing a body of legislation which considers both types of libraries as complementary means to reach a common objective: the development of well informed individuals, able to take a critical stand and to participate in society.

We have avoided the pitfall of competing for meager financial resources and have maximized the use of scant, specialized, human resources by centralizing, at a national level, planning, administration and -- technical processes, and decentralizing operative functions at a local level through library networks.

These operative functions, besides backing formal learning processes, also take over the following activities: information on community resources and services; procuring and lending of hard-to-find material of local interest; organization of users as aides in running library services; stimuli to manifest mass culture and of community self-help groups.

Limited resources have been an encouragement to design an effective strategy which differs from our anarchic and individualistic tradition. We have integrated various disciplines in a permanent task force and have obtained technical and financial contributions from a variety of public and private agencies. Such an approach has oriented our activities since the onset of the Book Bank, and has continued in the subsequent stages of systematization and generalization taken over by the State.

The institutionalization of this process has taken place by:

-The establishment, in 1976, of a permanent Commission of the National Library and Information System (SINASBI) annexed to the National Planning Office, at a presidential level. The Commission coordinates the nuclei of the library, archives, documentary and statistical systems. This year for the first time the Commission incorporated in our National Master Plan a General Information Program for a five-year period (1981-1986).

-Three years ago, with support from all political parties, the National Congress approved a law which established an Autonomous Institute responsible for the coordination of the National Library System.

-Last year an executive decree was issued which established in the Minister of Education, agency responsible for the organization of a National Library System, founded on the 15 years of experience gained at the Guayana experimental library network.

Through visits to other countries we have shared and enriched our experience. We have also found that in Latin America, in spite of our cultural and economic differences, we must meet common challenges to organize library services oriented toward improving the quality of life of our people, especially of those most needed: political intervention in technical matters, lack of administrative continuity, lack of library tradition, authoritarian families, rigid school procedures, lack of high quality printed matter and other problems derived from an unfair distribution of wealth.

Therefore, we are convinced of the need for agreements in this continent to share valid experiences at a technical and governmental level. We propose the elaboration and adoption of common principles and norms which will allow a demonstration effect on the community, specially of decision makers, and will stimulate the progressive institutionalization of library services and gain the necessary authority to defend the right of all children to have access to high quality books, magazines and films, which meet their interests and needs, organized in efficient library services, dynamic, flexible and closely immersed in their cultural reality.

This way we will contribute to develop future citizens able to participate actively and dynamically in the needed transformation to reach a more just and human society.



SPEECH OF THE VICE MINISTER OF EDUCATION OF VENEZUELA

by Prof. Aurisela Alvarez Medina

It is an honor to represent the Executive Branch in the opening session of this 9th Conference of the International Association of School Librarianship in which specialists from different countries meet to exchange ideas pertaining to school library development.

The importance of this conference lies in the fundamental role that a well-oriented reading policy can play in the successful development of the educational process, given that one of our main tasks is the achievement of qualitative results.

Reading, as the fundamental instrument in the educational process, is the most valuable tool for the educating of individuals. Its great complexity, from an individual point of view, is a fascinating learning experience and is achieved by a constant association with graphic signs which permits the gradual acquisition of learning.

Reading is a process which ends with men's life. It provides the reader varied dispositions and conditions upon which he uses skills, habits and attitudes geared toward a common goal: the acquisition of information and enrichment of their cultural baggage. Therefore, reading will continue to be a solid foundation for man's development as an active and efficient participant in the lifelong educational process.

Independently of the philosophical and scientific principles which guide such policies, it is indispensable for its implementation that a rich base of printed material be available, with broad information in all areas of learning. Such a situation requires a rigorous selection of varied reading resources and its permanent evaluation and classification.

The theme of this meeting relates directly to one of the major educational policy propositions of President Herrera Campins: the development of a national library system conceived as a useful institutional resource for the improvement of education, a lifelong process, as an autonomous source of information during one's lifetime.

Traditionally, in our country the sources of information for the masses have been limited by the rigid structure of formal schooling which is excessively dependent on the teachers, who are conceived as diffusors of knowledge.

Our economic and social development has created the need of

alternatives: the creation of information and knowledge centers accessible to any citizen who wants to increase his knowledge independently of his interests and without limitations to his motivations. Moreover, we have learned that the access to information and knowledge constitutes one of the most important ways to build a truly participant democracy. We also have been taught by history that guaranteed access to information or knowledge is one of the most efficient ways to distribute power.

For all of us, closely linked in one way or another to the complex world of education, it is evident that the development of a library system requires more than the assignment of human and material resources for building and for the acquisition of equipment and print and non-print collections.

There is the additional requirement of permanent reinforcement of informal social norms, habits as well as individual and group patterns of behaviour, on which a library system as a going concern can rely. Without taking into account this cultural aspect, the best structure of library services, if it is ever consolidated, will be short lived and its social impact will be extremely limited.

For all these reasons the establishment of a system of information, which has as one of its principal components, a library system, demands the permanent training of children and young people in the adequate use of library services. It is obvious that such training can only be achieved through practice. Therefore, the total educational system should provide the population with ample opportunities for library use in the development of educational activities.

The two main objectives of a School Library System are: the development of basic skills in the use of library as a source of information, and the reinforcement of formal school learning. Both objectives are mutually complementary, and one of them should not be over-emphasized to the detriment of the other.

If the school library ceases to be perceived as useful for school activities it runs the grave risk of losing support from the educational community. On the other hand, if the school library loses sight of its mission to develop skills useful to obtain information from its own collections as well as from public library facilities and other information resources established by society, its contribution to personal and social development is seriously restricted.

In reaching the double mission of the school library several issues which require close attention must be brought forward. I would like to refer to some of those issues. In countries like ours, where a violent expansion of the educational system has occurred recently, the school library is faced with an administrative structure and a school culture in which its role is not fully understood both by general education and within social development.

In this environment the school library can easily be perceived as another fixture which competes with traditional school activities for space, time, and other resources. Given this potentially unfriendly atmosphere, it is of prime importance to use adequate procedures to introduce the school library so that its roots are fully integrated with the school culture. It is indeed a difficult task since the school library constitutes a technical innovation in countries similar to ours. How can we promote a rapid institutionalization process of the school library into an educational system that lacks a library tradition?

On the other hand, while we seek the institutionalization of the school library into our educational system we should also avoid its being absorbed by old educational practices to such an extent that the library potential for transformation will be neutralized. We conceive the school library as having a positive effect in transforming traditional attitudes toward the book and reading. Such effects will be possible as long as the school library offers, through its activities, an image which successfully competes with prevalent traditional and outlooks within the educational system.

Therefore, the school library requires an integration with the school which will make it relevant and useful. It must also keep relative autonomy, which will allow it to fulfill its own educational mission of developing people with better skills to obtain information and knowledge: How can such a desirable equilibrium be reached?

We have often posed these questions to ourselves relative to the development of our school library system. Such reflection can be summarized in the following statement: it is fundamental that the development process of a school library system take place progressively while we are conscious of the social, cultural and economic limitations of learning from experience.

In our case, we have developed school libraries through projects of limited coverage, many of them of experimental nature, as is the case of



Ciudad Guayana, with the intention of generalizing what is learned by experience.

The present educational policy faces the challenge of starting a national school library system from pilot projects developed in various parts of the country with available resources. Meeting the challenge requires the capacity to analyze accumulated experience realistically and to be disposed to learn through action. Due to such a challenge we consider events such as this one useful in enriching our thoughts and decisions regarding policies for library development and in the realization of reading development as a crucial element linking library "know how" with educational action on the broader social scale.

With these reflections on our experience and objectives, I would like to inaugurate this conference of national and foreign specialists which, thanks to the International Association of School Librarianship and the collaboration of various institutions coordinated by the Book Bank, meets this week in Ciudad Guayana, the pilot city of our school library systems

I would like to welcome all of you and to thank you for your deliberations in advance, anticipating that it will be most useful to our efforts.

Thanks.

WHAT IS IASL? - by Dr. Amy Robertson

Before I begin, I would like to introduce the members of the board:

Ms.R.Horowitz, of Venezuela, and IFLA representative

Ms.. Mildred Winslow, Treasurer of IASL

Dr. John Wright, Representative for Canada

Mr. Michael Cooke, Representative for the United Kingdom

Dr. Jean Lowrie, of the USA and Executive Secretary of IASL

As you know, I am the President - Amy Robertson. I come from Jamaica.

WHAT IS IASL?

This is a short background statement. IASL is an international forum for persons interested in the development of library services in primary and secondary schools. It has been the subject of planning from 1967-1971 within the offices of the World Confederation of Organization of the Teaching Profession (WCOTP). The first steering committee included representatives from six countries: Paraguay, Malasia, Kenya, United Kingdom, USA and Jamaica. At this time the chairman was Dr. Jean Lowrie, IASL's first President and first Executive Director. At this point, I would like us to acclaim Dr. Lowrie who has done more than anybody to keep the organization going.

Meetings were held in many countries including Ireland and Australia. The association was formally inaugurated in my own country, Jamaica, in 1971, and I have had the honor to be associated with it first as a member of the Board of Directors, and since 1977 as the President.

At this time there are over 500 individual memberships, and 16 national affiliated associations from 30 countries.

In order to answer the question "what is IASL" let us look at the objectives as follows:

- 1) to encourage the development of school libraries and library programs throughout all countries.
- 2) to promote the professional preparation of school teachers librarians
- 3) to bring about close collaboration between school libraries and all countries included the loan and exchange of literature.
- 4) to encourage the development of school library material.
- 5) to initiate and coordinate activities, conferences, and other projects in the field of school librarianship.



Until now, IASL has achieved its objectives with very little funds, and it has mounted an annual conference in a different country each year since 1972. Immediate benefits include the published conference papers reflecting the state of school librarianship in many countries. Later you will get an opportunity to see these publications that I'm referring to. In addition, we have been able to meet with experts from several countries to explore educational themes such as democratization within the context of the school library.

IASL is unique as an organization in its friendly, personal approach to its members while being fully cognizant of its larger responsibility to the call of education and librarianship. To this end, IASL has established and maintained affiliated status with WCOTP, International Reading Association (IRA), and with IFLA, whose section for school libraries was established in 1973. You will be pleased to know that IFLA has appointed your own Mrs. Rosario Horowitz to be Representative to this conference.

A very important development from our relations has been a request from WCOTP to prepare a position statement on the role of the school media center in education to be presented to the teachers' associations.

IASL also has knowledge of the activities of IRA and records its activities in the Newsletter. It also undertakes joint research projects with IFLA.

Lack of an adequate budget has prevented IASL from accomplishing more. Still, it has maintained its quarterly newsletter and has put out publications such as the Membership Directory, the Directory of National School Library Associations, and Persons to Contact at nominal prices enabling colleagues to keep in close contact throughout the world. A Unesco publication prepared by Dr. Patricia Beilke of the IASL Research Committee and Dr. Laverne Carol of IFLA is called "Guidelines for the Planning and Organization of School Library Media Centers." I believe it will be available publically very soon. A monograph series proposed by the Association will be launched this year with the publication of the Margaret Scott memorial lecture by our friends in Australia.

And now I think that is enough on the background. I'll call on the members in turn to tell you something about the impact of IASL in their own countries.

Mrs. Mildred Winslow:

As Treasurer of the Organization I'm particularly impressed with the importance of the publications upon not only the people in our country, the USA, but in many other countries because of the number of orders that we get for the publications. The proceedings that Dr. Robertson had already mentioned that come out every year after the Annual Conference have been a great help not only to individuals but to many universities and library schools throughout the world really.

Actually, IASL is about the only professional organization that publishes information about <sup>school</sup> libraries and librarianship throughout the world, and it is a great benefit to be able to get these proceedings. We do have some of the 1978 proceedings from Australia and the 1979 proceedings from Denmark for sale at the back of the room. We have also mentioned the Directory of Associations, which is very valuable, and the List of Persons to Contact, which is a very popular piece of publication. Many of the publishing and book companies are buying this list because it enablesthem to have further contact throughout the countries.

Our Newsletter is the other publication which is very important. The April, 1980 Newsletter was on the Latin American countries. Although it is written in English, we do have a few copies available. I think it may be very interesting to you to read about the development of libraries in your Latin American countries.

The Association is not only related with IFLA and WCOTP, but is also closely related to the International Reading Association (IRA) and the International Book for Young People Association (IBBY). This latter association has done a lot to further the understanding of not only one another in other countries but of libraries and librarianship.

Thank you.

John G. Wright:

I first heard about IASL when it was organized in 1967 in Vancouver, Canada. My first response to it was to welcome the opportunity to talk. Librarians read a great deal, but we also need to talk to one another.

In our country, Canada, we have many contacts with the USA, but we did not have many contacts anywhere else. So I wondered what school librarians were doing in other parts of the world? This has been, to me, one of the

very best experiences that I have had. My second response when I heard about IASL was to welcome the opportunity to talk about professional problems. It is so easy in my own country to see only my own problems, and I think I am the only person to have so many. But misery, as well as happiness, likes to have company-as we say in English-and I found out that other countries have problems that we could share and talk about. This is now my third conference and I have made many new friends in USA, in Jamaica, in Denmark. And would you believe that I have made friends in Canada too?

I believe this personal contact with people working on the same field has made me feel like a much better librarian and has made me a much better teacher of school librarianship at the university where I teach. And I know that I speak for many of my Canadian friends who also wish very much to be connected to the international cooperation and the many projects that this association makes possible for them.

Thanks.

Michael Cooke:

In some ways I share a similar approach to John on this. This is my first year as Vice President of the Association, and one of the roles that I have taken on for myself and the Association has pushed me into as well, is trying to look at ways of developing the membership and looking at ways of developing more regional activities for the Association. Just as John has said, I think individual school librarians tend to be in some ways introverted, seeing their own problems as unique. So it is that national school libraries association tend to focus on parochial problems they feel are unique and limited to their own national boundaries.

IASL presents to these associations and their individual members an option to recognize that the problems they face are often international in character. Through membership in IASL they find the opportunity to share ideas across national boundaries and to share different approaches to the same problems.

One of the things IASL must orient itself to is greater regional activity, the opportunity for regional groups in neighboring countries to come together and share in workshops and conferences.

I think this conference shows that it is possible in the continent of South America, in the Latin American area, to get librarians from different



countries together, and I think this is one of the ways in which this conference can help us to move forward.

As Vice-President, I propose the setting up of a regional framework to make the work of IASL more effective at the local level.

The United Kingdom's experience may be worthwhile noting. We have two independent associations serving school librarians. The School Librarian Association, which publishes the periodical "School Librarian," is perhaps familiar to some of you. This association has been in existence since 1972. It is teacher-dominated and at times seems rather narrow in its outlook, in my opinion.

This year a school library section has been started as part of the Library Association, the professional organization responsible for registering professional trained librarians in Great Britain. This School Librarian section is naturally dominated by professional librarians working in school or a central school library service. Currently it seems to be following a rather independent path from the School Librarian Association.

I hope that IASL will be one of the ways of getting these two bodies to work together in areas which are of mutual benefits and interest. I think this is one of the major functions that the IASL has to play: to act as a coordinating agency throughout the world to bring association and individuals together to share their problems, to work together to define areas where mutual benefit can come about through their activity.

To finish, may I remind you again of the 1981 conference, where there will be an opportunity to look at the experiences which we are facing and have to face in the United Kingdom scene, to look at the services that are being made available to special groups within school: the handicapped, the gifted child, the ethnic minorities groups. Our own problems within the British scene will be areas which we will be looking at with some detail. Wales itself has its own particular problems; it is a bilingual country with the problems that bilingualism brings.

We shall be looking at that experience. Hopefully, we will be able to bring the experience of Canada and South Africa as two other countries that have something to contribute in this area. And we shall be looking at something that I think that British have a strength in, which is the means by which supporting agencies can give support to school libraries activities. The BBC and ITV which have developed programs which show how radio and TV

broadcasting can support the educational process.

Thank you very much.

Jean Lowrie:

It is my responsibility to fill in some of the gaps and to call your attention to one or two other items with which IASL has been involved over the last eight or nine years.

I would like, first of all, to tell you that the three Directors who are not with us today represent Nigeria, the African continent; the Philippine Island, South Pacific, and Australia, so you see we have a worldwide Board of Directors who are extremely active in promoting school librarianship in IASL activities around the world. The April Newsletter, which was mentioned earlier, is something that I want to re-emphasize at this point.

The Newsletter comes to you as a part of your membership and it is a quarterly publication. You get it free for becoming a member. The April issue is done by Fabio Restrepo, who has been a UNESCO consultant recently studying Latin American school librarian development. He is currently working on his doctoral dissertation in the North Texas Library School. But the thing that is exciting about it, is that it is the first time we have had a Newsletter which pulls together information about a great many Latin American countries. We exceedingly regret that it is in English at the moment, but we want to tell you that we are going to have it translated into Spanish as rapidly as we can, and it will be available to you people in Spanish. In addition, last night the board discussed the need for continuing information in another language and we agreed that we will try to have at least one page of the quarterly Newsletter in Spanish on a regular basis. So we will have to count on you people to send us information about what is happening in your countries. You can send it to us in Spanish, and we will see that it is printed regularly. This will be another channel for you to use in order to share among yourselves and to make you an even more significant part of the development of school library services.

The Persons to Contact List, which was mentioned earlier, is a rather interesting development of the association. Unfortunately, we were not able to bring any copy down with us. But let me tell you what it is. It is a listing of 89 countries with the names and addresses of at least one

person, usually two or three people, from each one of these countries who are particularly knowledgeable about school libraries and libraries services in that particular country. The Persons to Contact List was devised to be of assistance to people traveling from one country to another or to librarians who wanted to get more information about school libraries in another country and, therefore, wanted to have a contact person. A third way, which we had not thought of originally but which has become a very popular use of the list, is to develop penpals among boys and girls from different countries who wish to correspond by writing letters sharing their own ideas with each other.

The Persons to Contact List is also available from the IASL Secretariat at a cost of US\$1.00 which is Bs. 4,00. If you would like to have a copy you may leave your name and address with us at the back of the room and we will be very happy to see that you have a copy mailed to you immediately.

I would also like to say a word about the regional developments because Mr. Cooke was a bit modest about this. He really is promoting and organizing this aspect of the international association. Not only is the United Kingdom an example to a degree about regional kind of program, this next week in fact, the Scandinavian countries, Finland, Norway, Sweden, Denmark and Iceland are coming together to talk about a regional chapter or association for school librarians in those particular countries, and it will then become a chapter within IASL. So you might want to think along those lines for South America and/or Latin America and/or the Caribbean countries as you move along in your own school library development.

Probably the most important thing about IASL is the fact that we encourage membership on the part of all people who are interested in school library service to children and young people, whether it is in the school library or the public library serving the schools. So the educators, teachers, principals and administrators, friends of libraries, publishers, children's book editors, school librarians are all members of this organization. It is this coming together of people who are concerned about service to children through books and other media that makes IASL a significant international association.

I do hope that as you move through this conference you yourself will become more excited and more interested in IASL and will want to become an active member of the Association.



There will be additional publications as we move along over the years because we have many articles, many papers, and many very important pieces of writing that need to be shared at the international level. We encourage your sharing your reports and your progress with us in whatever way you possibly can.

Thank you.

## ACTIVITIES OF THE REGIONAL SECTION

### IFLA FOR LATIN AMERICA AND THE CARIBBEAN

Presented by Rosario Gassol de Horowitz, President of the Section of IFLA for Latin America and the Caribbean

The International Federation of Library Associations and Librarian Institutions, recognizing the importance of the school library as an instrument of support and renovation in the process of teaching and learning and as a fundamental element in the integral formation of the child, created a few years ago the section of school libraries as a separate entity from the section of children's libraries.

This new section, in spite of this recent creation, has carried out with enthusiasm various fundamental activities, and it has established a program for the period of 1981-1985 which aspects are very outstanding; I am going to name them briefly.

In the first place, this section of school libraries has accomplished as one of its objectives a most important one: the integration of school libraries with national systems of information.

This point was one of the themes of various works presented in the conference in Czechoslovakia in 1978.

The accomplishment of this objective is vital in clarifying and defining certain parts of some basic aspects of school libraries and has formed part of the program between 1981-1985 of this section of school libraries of IFLA.

The concept of the school library conceived as a center of resources, including a clarification in the terminology of the definition and functions, which are especially interchanged between educational technology and the school library and of the identification of its respective activities and fields of actions.

In this respect, the UNESCO has published some "Guidelines for the planning and organization of school libraries and resource centers." This was elaborated and initiated under the coordination of the section of school libraries of the IFLA, which is presently developing a program of promotion and information about this document.

The section of the school libraries has among its plans to undertake and study of the existing legislation related to school libraries.

The relationship and cooperation among school libraries and other libraries, especially those public libraries which include all systems and networks.

A declaration about school libraries as an essential element of all national systems of information will spring out of this conference. It could be incorporated into the conference of IFLA that will take place in Manila next month. This will constitute an excellent base about this point mentioned.

The professional training of librarians is a theme that is similarly complex and controversial. In order to develop this aspect of the program the professional council of the IFLA has approved the creation of a very special group of workers who, in cooperation with the section of librarian education, will serve as the block in the elaboration of a standardized document. The composition and function of this group of work will be discussed in Manila and, therefore, it would be extremely convenient if during this conference the position of the region Latin America and the Caribbean could be defined, and that it could possibly identify candidates to be integrated into this group of work as a representation of the region.

Instruction to all teachers about the uses of the school library in the process of teaching and learning. The section of school libraries had presented a project to the UNESCO in order to organize a seminar about this theme.

So that these initiatives can acquire a sense of validity, it is necessary to reflect as much on the felt needs as an action carried out throughout all the countries. These needs should be expressed throughout the institutions and organizations by all the members of library organizations within IFLA.

It is here where they will acquire relevance and justification for the section for Latin America and the Caribbean area, which, within the operational structure of the IFLA, forms part of the division of regional matters.

The division of regional activities was created in order to increase participation in IFLA of the countries via the development and accomplishments of a great and most effective attention to the problems.

In effect, the necessities and proposals of this country will remain deluded among the different professional sections where these countries do



not have enough representation.

The division of regional activities presently has three sections: the African one, the Asian one, and the Latin American and Caribbean section.

The specific jobs of each of these sections are promoted and coordinated by a permanent committee composed of no less than five and no more than 20 members.

The permanent committee of the section of Latin America elected in Copenhagen in August of 1979 has a period of two years and it is presently composed of 14 members who represent ten countries.

The headquarters of the Secretary Office is in Colombia, and the chief secretary is Lucille Martinez de Jimenez.

The center is dedicated to the service and distribution of the public documentations produced by IFLA. Besides the information of our professional events of interest in the region it publishes a quarterly bulletin, IFLA Notica, which is bilingual in English and Spanish.

The principal function of this section is to foster, to facilitate and coordinate the participation of all the members of the regions among the activities of the IFLA. This implicates:

- The accomplishment of integrating all competent and fit professionals of Latin America and the Caribbean area in the diverse sections of groups of work or seminar meetings, etc. of the IFLA.

- Channeling funds and resources obtained from the UNESCO, private foundations and other organizations in order to apply them to practical projects that will be engaged in the development of libraries and librarian organizations. In other words, to detect these projects in order to determine priorities and to push its presentation to the groups there are incapable of financing.

In order to carry out this job the section encounters various obstacles:

- 1) the enormous extent of the region
- 2) a deficiency among the mediums of communication, especially the mail
- 3) the fact that the library associations very often are very weak and in some cases nonexistent
- 4) the lack of knowledge of the Castilian language as the language of work in our IFLA.

Before this situation the section this year has established the work

agenda that will concentrate efforts in some concrete activities of organization, coordination and popularization.

To this end we have established three specific objectives:

- 1) to contribute to professionalism in the library studies of Latin America and the Caribbean area through the foundation of professional organizations and the improvement of training of library personnel.
- 2) To support the establishment and development of these infrastructures of the national system of information with emphasis on national libraries, school libraries, children's and public libraries.
- 3) To facilitate the access to the information, stimulating the creation of a network of geographical agencies nationwide that will grant the production of current bibliographies in each country, in agreement to the international norms.

In order to accomplish these objectives, several steps have been taken in account:

#### Objective 1.

##### Promotion of Professional Organizations

- 1) We have tried to establish direct communication among all the members of the IFLA association and establish ties among these associations by means of personal visitors among the members of the permanent committee and also by regular correspondance to all the members that are especially outstanding in each of the associations.

One of the essential elements in order to establish these ties among the members is the publication of "IFLA Noticias."

##### The Stimulation and Improvement of Training of Library Personnel

- 1) The ASCOLBI project of translating and publicating didactic material.
- 2) The project of the Banco del Libro for paraprofessional personnel for this region.
- 3) The ALEBCI project for the popularization and achievement of knowing who is who in library science in Latin America.
- 4) Coordinated actions in order to establish cooperation and mechanisms within itself.

- 5) In 1981 the first meeting of associations of librarians will be organized in order to study and analyze the objectives, organization, functions and plans of these organizations. As much as the actual state of the regulation of the professional practice, the institutionalization of these meetings every two years would be promoted among regional organisms and international organisms who tend to accomplish the improvement of the training of library human resources in Latin America and the Caribbean area. The main intent is to achieve a coordinated action among the American Association of School Library Sciences, OAS, SALALM, IFLA, Unesco, and ALRBCI.
- 6) Participation of one of the representatives of this section in the special committee of the IASL integrated only for library science educators from Latin America and North America that will develop study and will define strategies of action.
- 7) Participation in the meeting of library science schools that are sponsored by the UNESCO, to be celebrated or to take place in Costa Rica.

#### Objective 2.

- 1) The carrying out of studies about the classroom situation will be promoted, such as:
  - library legislation in countries of the region
  - present situation of national libraries in countries of the region
  - development of public libraries in the countries of the region
  - development of school libraries in the countries of the region.

The achievement of this study will be promoted on two different levels:

The stage of revealing the information and records about the present state, in which case library science students will be commendeered in their last semester as work for their degree. (Consultations in this sense have been made to the different schools of library sciences.)

This study will yield information on the basis of analysis and investigation that are more profound. They could be charged to a specialist that will ask IFLA for necessary funds for the publication of this work and for the contracting of the specialist



who will be carrying out the final study.

- 2) A coordinated action will be promoted among the permanent committees of national public school or child libraries of the IFLA, of the national association of librarians of the region, and of the coordinated organisms of the national systems of information. This will occur along the way to the achievement of a regional meeting in 1981 on national strategies for the development of substructures that have been mentioned before.

Objective 3.

- 1) It has been proposed to the general secretary of IFLA to include in its program of publication the translation to Spanish of all materials, norms, and guides, etc. that the program of CBU and UAP may published. Translations will be the charge of the section for Latin American and Caribbean area starting in the year 1980 and its cost would be US\$8 per translation page.  
Of course, this program will not be able to be carried out if none of the essential conditions is met, among which I include:
  - (a) The gathering effort of the main committee to work for the good of the region and above all personal institutional and national modalities.
  - (b) An efficient organization of the secretary office and an equipped work of the president and secretary. The fact that these positions may be located in two brother countries, Colombia and Venezuela, with a central geographical location in the region will guarantee this.
  - (c) Above all, the interest and participation of the members, organisms, and individuals.

In this respect, I would like to hear suggestions and ideas from you that I could take to the meeting of our permanent committee in Manila in order to integrate them with the work agenda for 1980-1985.

To finish, I would like to thank you for your kind attention and to remind you that I will try to clarify any questions that you may have with-in my possibility to answer them.

Thank you very much.

The Role of the School Library/Media Center  
in Today's Educational Milieu

by Jean E. Lowrie

Introduction

Principle 7 of the Declaration of the Rights of the Child (General Assembly of the UN, 1959) declares in part "the child is entitled to receive education which shall be free and compulsory .... He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment and his sense of moral and social responsibility, and to become a useful member of society." I submit to you that the school library/media center is the overall tool essential to fulfil this right of the child. In the comprehensive scope of materials and the objective acquisition of it's materials, it supplements and supports all aspects of the educational program.

School library/media centers as they are developing around the world today are becoming exciting centers of challenge. They are a challenge to the teacher librarian or media center specialist or whatever name is used to identify the school librarian. They challenge one's ingenuity and creativity, management skills, financial adeptness, educational understanding and community awareness, technological acceptance and facility in utilization of same. But most of all they challenge our ability to provide service for students and teachers with as many kinds of media as we can bring to our programs. The school library/media center must support the curriculum in every aspect of its change and development. It must support the reading/literacy programs at every level.

Over the years, since school libraries began in the 1800's, librarians have been concerned about the students who could not read; who did not use the library; who were always in the library; who read vociferously; who did not read at all; who made use of many library tools to find answers to classroom questions or individual curiosities; who entered the library only when coerced to do so. We have been increasingly involved in helping develop the curriculum, the courses of study, the instructional design. We have supported the increased emphasis on individual learning and independent study and tried to meld our resources and services to help students become effective and innovative instructors. We have been challenged to become

more involved in the educational program, and we have become catalysts who often stimulated new approaches within this program.

The school library itself has been evolving from the small classroom collection behind the teacher's desk or in the principal's office to an exciting resource center with collections of materials, equipment in many formats and with a staff of professional personnel working closely within the school building as well as in the school system.

The school library/media center as it is envisioned today establishes an environment for learning; maintains a wide selection of media at different levels of ability and interest; has organized materials for quick, easy accessibility; provides efficient access for individual and group study; contributes to the development of skills in reading, viewing, listening, evaluation and communication; provides guidance in selection and use of appropriate media; assists in developing skills in production of special materials; provides opportunities for self directed learning; teaches how to find and utilize outside sources for additional information. In addition the ideal media center specialist will catalog all instructional material available in the building; provide a professional library for teachers; assist in selecting and accumulating materials to support learning objectives, in planning and production of materials, in selecting textbook materials; provide information on outside resources both media and human; aid in correlating unit materials and activities; provide information on new materials and techniques; schedule materials, equipment and space for maximum use.

A media center can also be of service to the administrator through centralized purchasing and careful selection of media; maintaining a constant and complete inventory and avoiding useless duplication or out of date books; providing inservice training and examination facilities; maintaining useful records and statistics; supporting the total school curriculum; providing continuous orientation to new ideas; participating in building and system planning of effective space utilization for effective learning.

What then has been the main thrust over these past 100 years? To determine the student's needs and to find the books and other media which would satisfy these needs and enrich the total learning experience.

School librarians, as are many groups of people, are influenced by what is happening around them in their immediate community and beyond into the



larger international arena. As science through space programs and satellite communication has stimulated our interests, we have looked for students gifted in science and located materials for them. As socio economic and cultural crises have appeared on the scene, we have attempted to assist children and young people suffering from these disadvantages. When others cried "havoc" because literacy programs were failing, we searched for books to support the reading programs (adult and juvenile). As we have become more and more conscious of those persons suffering from physical, mental, emotional handicaps, we have searched for special media so that these students might have richer learning experiences, be better prepared to take their place in society despite their handicap. But in with all this exciting movement to meet these changing needs and pressures, the school librarian continues to have the responsibility to maintain balance--balance in collection building, balance in types of service. Constant planning and implementation for programs which will be of continuing value to each and every student, is the goal which has been and must continue to be followed.

Standards and evaluation are key foundation blocks which all school librarians in whatever country they are working must devise and carry out. Most Ministries of Education or national school library associations (or combinations of both) have realized the importance of standards. If you come from a country which does not yet have these, then you have a real challenge to meet when you return home. But even if you do have such guidelines in your nation, it behooves you to find out what has been established in other countries. Comparison is always a good educational task. How many countries for instance might insist on 10 books per person for a basic school library collection? Is there a magic number? What do most places consider to be the minimum number of pieces of equipment necessary for a good program in audio visual? How much space should we allow per child for a library serving 500 students, 1000 students, more? The newly written guidelines for school library/media centers has just been printed by Unesco. This was developed jointly by representatives from IASL and the Standing Committee of School Librarians IFLA. You will want to see that this document is available in your supervisor's office. Compare it with similar publications from other countries and then evaluate or write yours. All of us have found this type of basic statement a real boon when working with administrators and lay persons in the community.

I have deliberately been talking in generalities avoiding any statistics on number of books per student, for example, or number of projectors because I believe that quantity must depend on two things: (1) the quality of the program per se and (2) the level of support which enables the purchases. To a degree even the latter depends on the first point because poor quality begets poor financial support.

Quality programs will relate to the educational function or goals of the school, to the role of the school as envisioned by administrator, teacher, or student, to the educational program for the community, region or country, to the types of media available. Although these variables will be extremely different, depending upon each situation, the role of the school librarian/media center remains the same--service and support to the curriculum. Developing services can be enriched more expeditiously if there is a large quantity of media available, but the base for developing the service is you--the librarian. Management of one's time and skillful management of other's time produces patterns of scheduling, flexible enough to serve more individuals, groups and classes, for example, than rigid 30 minutes per room schedules. Planning tasks and using support staff, student assistants, volunteers, parents advantageously will allow more time to produce the program of quality service. Analysis, solution, evaluation and review of tasks and problems are the key steps to expanding service.

Today's media specialists must know so much more today--more than the mechanical aspects of ordering, classifying and cataloging. They must know clientele in order to satisfactorily assist every patron. They must understand and participate in the reading program in the school, must search for the right media to meet special classroom demands over and above the presented courses of study. They must be aware of the student's own intellectual abilities, his particular handicaps (emotional, mental, physical), and be prepared to give individual guidance and assistance in locating pertinent materials. The school librarian must study the community, the environment, from which the student body comes in order to better understand the cultural and economic pressure, the family situations, which effect the student's learning capacities and interests. For example, many school media centers are now serving pre school children as well as those in formal grade school--primary and secondary--in order to promote an enriched educational base. Furthermore, the school librarian is involved

in basic planning with the classroom teachers so that the latter may be introduced to the material in the library. This in turn enables the librarian to know what to expect in the way of questions and assignments, to help students have the best learning experiences possible.

In order that students may have quality experiences an important part of the media specialist's work involves instruction in the use of the contents of the library. We have moved far beyond rudimentary lessons in how to locate books on the shelves. Today our students are involved in learning, viewing and listening skills, in using search strategies with reference aids and comparing the material located intelligently, in understanding how to use technological devices for independent study, in utilizing the card catalog as a means for supplementing text and supplementary textbooks. Self instructional tools, games, devices, formal and informal instruction are all a part of this plan. Students must become as self sufficient as possible in the learning process moving from basic to advanced skills. Such developmental objectives not only release the librarians to do other important tasks of service but will stand the students in good stead for the rest of their lives--no matter when or where they may seek information.

I am aware that many countries still have a problem in procuring textbooks in sufficient quantities, let alone library books, but if we all continue to push the need for publishing good indigenous materials, we can begin to make a dent on the publishing industry. Schools and libraries are their best customers in the long run. All of us must start at the bottom, purchasing what is available or affordable, producing and creating other materials which will illustrate concepts, enhance reading programs. The same thing is true of AV materials and equipment. Not all of us can afford video disc or tape players, TV screens or micro computers, but we can try to keep up with the information about technological developments so that when we have working electrical outlets, or 8mm projectors, or computer terminals we will be able to capitalize on their capabilities and demonstrate to teachers and students how to use them.

It is good for librarians to be challenged by gifted or talented students, by exceptional students. We have to really search for meaningful materials--perhaps create them. We have to take time to understand the exceptional needs. Likewise if we are aware of the cultural heritage of our students, whether they are natives who have always been a part of the country or whether they are a conglomerate of representatives from many



geographical areas, we will secure materials which will make them proud of this heritage. We will use community resources to develop a program which will be of pride to children and parents, which will say: see what our school media center is doing for us. Such efforts force us to constantly evaluate our programs, to demonstrate our ability to teach, to criticize ourselves, if you please, to see if we really are living up to our goals and objectives, to sharpen our image so that administrators and specialists in the field are aware of the existence of the media center and, even more, demand its existence as an important part of the educational program--not a frill.

This leads me to that second essential quality--the budget or the level of support. In these days of rampant inflation as well as massive depressions, of budget cut backs in every community in every country, the school media center today must seek financial support in an area of tough competition can be a stimulant or a threat. The way we treat it may indicate whether we continue to exist or become obliterated. Service is the key word here. The library should become so indispensable that the community will not let it disappear. All these things I've been talking about--husbanding of resources, management of time and staff, skillful program development, involvement of teachers, administrators and parents, understanding of educational needs, imaginative use of new technology, are a part of this indispensable quality.

At the same time school librarians must also look for new ways to attain and expand resources. Traditionally we receive monetary allocations from some particular government department--local, state, national. There is no doubt that we will have to contend more vigorously for the dollar, the peso, the kroner, the pound for the next several years. Competition for food, clothing and shelter will be strong, but educational forces cannot be neglected. They should be the elements which will produce greater abundance, and the information available through libraries, through information services should be the basis for educational and experimental efforts.

Nevertheless, beyond specific monetary allocation there is another way of increasing resources and that is through cooperative sharing. Public, school, academic and special libraries must, if they hope to continue to exist, explore alternative ways of offering adequate services at less cost.

We are looking at multi type cooperation from a new point of view today. In many countries there is a broader acceptance of the community school as the central institution of education of all community members. It is acceptable for school library/media programs because it can demonstrate a more efficient utilization of existing educational facilities--providing balance is maintained among these. More important is the urgent need for coordination of all library services and resources at a community level to provide maximum service. Multi library agency planning, needs to be studied so that the individual library retains its identity. A "mega library" is not the answer, but an extended inter connected network of all library resources and staffs in an area, can expand service to all, prevent excessive duplication of materials and make wider use of technological information sharing devices. Simplistically stated--cooperation helps everyone's budget and expands everyone's resources.

Tangential to all of the above obviously is the program for educating school library/media specialists. Library education programs today must examine course requirements. What are the basic skills needed by all school media librarians? What are the competencies, the specialized areas of knowledge necessary to implement the new programs, to use the new technology? What do we retain from the "traditional" core? What do we import or borrow from other disciplines which will assist in developing the new services, in becoming familiar with new materials, in understanding the needs of our children and young people? We are at a point where much evaluation, testing and research is needed and to a degree is being done. But as school personnel we must be sure that we are a part of the discussion, that we do not allow other areas of information management to forget our existence. We must make our voices heard in general education discussions, that we do not allow other areas of information management to forget our existence. We must make our voices heard in general education discussions, in library and information management discussions. We must move with the time but we must not forget that school library/media programs should be, must be the base on which all other library services grow. Library school programs must not be allowed to forget this when planning thier new curricula.

Regardless of ideologies, governmental organization patterns, educational schemes, school librarians, teacher librarians, media specialists

each of us has a vital contribution to make to the children in our countries. The role of the school library/media center today or tomorrow has not really changed from its original *raison d' être*: service to all members of the school community. The wise use of the complimentary and supplementary supports which change the approaches but which re-emphasize the program makes today's school media centers alive and presents us with the challenge of the future.

The poet Goethe once wrote:

Whatever you can do or  
dream you can, begin it.

Boldness has genius, power  
and magic in it.

School librarians have been bold in the past. We need to be even more bold in the future. Our role can have power, can be magic. Let us hold fast to the dream and so preserve for our students what is rightfully theirs to use and enjoy now and tomorrow.



Commentary of Dr. Carlos Ruiz, Assistant Manager of the Human Development of the Venezuelan Corporation of Guayana on the conference of Dr. Jean Lowrie

Good afternoon, dear panel and dear delegates to this conference.

I would like to thank the organizing committee of this event for the honor that they have given me in inviting me to form part of this panel of commentators on the conference of Dr. Jean Lowrie.

I would like to divide my commentaries in two directions: first, I would like to congratulate Dr. Lowrie for the wonderful conference. Her proposal has touched me deeply because she has expressed something that I would like to be a common factor to all of those who are lucky enough to be educators; to be an optimist Dr. Lowrie has presented a very optimistic view of the role that the school library and the school librarian must play. I believe during some parts of the presentation and that does not detract from its value - she has extended optimism a little bit. I am saying this because I would like to differentiate between being one and having to be one; in other words, knowing things really are and how they should be.

Dr. Lowrie departs a little from something extremely important or interesting, and that is one of the rights of children, which are stated in the Bill of Rights of the Child of the United Nations: the topic is the right to education, and as the school library is one of the essential instruments in order to help and make this right effective, this presumes in this changing world of more and better education every day, a compromise to try to push this situation, this instrument is the school library.

The problem ought to lead us to reflect upon the question: how and what to make this optimistic vision practical in terms of what the library and the school librarian should be. I repeat again, How one can really make these ideals realistic?

I do not know the experiences of all the countries. I do not know totally those of my own. But I know Guayana pretty well. I know for certain that if not all the schools, for many of them at least, they have to overcome difficulties and barriers which are sometimes impossible to solve in order to "sell the idea of the usefulness and benefits that the school library has for the entire and the whole community.

To go to my second point - something very outstanding called my

attention to the presentation of Dr. Lowrie's lecture. That is the point that she makes when she presented the problem of incorporating quality within the concept of extension of the program services. How one can extend the services? How can these services reach the majority of the population with the good quality-lets say- by interpreting the needs and interests of users? Jean Lowrie herself is the one who suggests the idea that a study be conducted to create coordinated centers, of a network of libraries, without which individual libraries would lose their institutional features. This would be of a better use of resources and services.

This last point has interested me greatly because I am working with a very similar idea and I am pleased that, without knowing this, I see it from a different point of view, this being one of planning in the same direction that Dr. Lowrie's is.

My proposal is the following one: if I would have you place the problem of the school library in a context I would even go farther and place it in the context of development, of a very problematic point of development. I would like to qualify or define development. If you wish, you can call it economic, social, cultural, etc., but development to me is everything. Why should this be the context? Because the school library has to be founded and centered on education as well as the fact that we know it is the basis of support of curriculum development in the general sense for all that is the school community, in principle.

Nevertheless, education itself should not be suspended in a vacuum, in a pure chemical solution, or antiseptic. It is within the context of the country itself in such a way that the concept of development implies in our case, changes in our educational systems and changes within the conceptual definition of the library or the school library.

So the problem of educating the children and young ones is presented to me because it is clear that through the development of talent we will be able to accomplish autonomous development moreover - and that not to say that this may be contradictory necessarily - but the development of natural resources and the exploitation and refining of petroleum.

The development of talent is our hope; but though it is certain that we must support our resources in this, we should accomplish not only mass education but also a better education in terms of adapting it to our own needs such as a country. It is also true that one of our greatest obsta-

cles and limitations that we now have in proceeding ahead is that sometimes we do not understand which way we are going and where we want to go. As such we cannot hope that these generations that we are forming now, with all the possible resources including the school library, will be prepared to begin to make changes.

In my opinion, we must work together simultaneously on this obligation, which is the obligation of the majority of the countries of the world. The obligatory school mandate, along with adult education, that part of the population that has been left out of being immersed into the school system.

But what is all this reflection about?

One of my areas of work has something to do with what we would call marginal areas, barrios or neighborhoods, where more than half of the population of Venezuela is located. This situation is common to many other countries, not only to Venezuela.

To comprehend this given situation in these areas, it can't be considered just a socio-economic problem, but also a problem that, in great measure, may be called a cultural problem. The latter has given me the idea to return to a very old concept, with which all educators are acquainted. This is the necessary bond that should exist between the school and the community. I am referring to the barrio, to the immediate community, which school serves. But how can we accomplish this? In Venezuela we have created legal mechanisms by which we could bind together the different groups that are represented in our society and in our education such as children, teachers, parents, and representatives. Nevertheless, my experience is that the participation in this has been very limited. I believe that the school library could greatly help in this situation because the immediate responsibility of the school library is to take care of and support the curriculum development. What would happen on another hand, if we accepted the school as a basic institution of the rural-urban community in a certain form? In a more urban setting this concept is being lost but it should really be this way, in that the library would support a curriculum that should convert itself into a permanent source of cultural diffusion.

This discussion is being planned now. When we're thinking of creating or founding a public library we think of a building with a set of characteristics, with a set of environments, bases, etc. I believe that no one could oppose this type of thing, but there is a problem of priority: that



is, Who are the people who may be using this type of resources? When it deals with a person that has already formed a habit and who is very conscious of this type of services and what they represent, there's no problem. But what do we do in terms of development and participation of all the types of people who live in this same marginal area, who, in his own situation, has no consciousness whatsoever of the right that he has to participate in this type of service. I ask this question - and this is my point - To what extent can we really detach the function of the school library and the public library? To me, this is not a big preoccupation and problem. What really worries me is the problem of service in itself. Such service, according to my experience, is necessary. It is very necessary that there be a permanent mechanism of diffusion of the culture in the community and, at the same time, may be able to link the school with the life of the community itself. To me, this role may be very easily accomplished by the school library that we have planned and we have presented in this new form. In other words, let's replan our focus of the school library not only to pay attention to formal education, the systematic education of the child, but also to work within the wider concept that will really involve all the persons of the community.

Thank you very much.

Commentaries of Professor Arabiç Teresa Cova, Director of the School of Library Science and Archives of the Central University of Venezuela, on the Conference of Dr. Jean Lowrie

Dear distinguished Dr. Lowrie, distinguished colleagues of the panel, and distinguished participants of this conference.

First of all, I bring to you greetings from the Central University of Venezuela and best wishes from our highest house of learning for the best of success in this conference. I especially bring to you greetings from Dr. Rafael Di Prisco, Dean of the School of Humanities, who is regrettably absent from this conference, and who is an enthusiastic defender of the school library as a substructure of the library system. I assure you, he will support any decision regarding the development of school libraries in our country.

My comments in reference to Dr. Lowrie's lecture, will as is natural, regard the training of the school librarian, because it is the problem that

most preoccupies me at this moment as Director of the School of Library Science and Archives, responsible for the training in this profession which is so fundamental to the development of library service.

If we start with the premise that school library services are part of the educational system, which must be immersed into the social system of action, the system requires a permanent and continuing education which, as many other colleagues have indicated, seems to be the actual trend in today's education. We can justify the necessity of a school librarian capable of attending to the accelerated changes that are occurring among the political, scientific, cultural and social stratas. But the school library should also attend to these changes, as Dr. Lowrie points out clearly in her talk, with audacity, with genius, with that power which is organized information, and with that very special magic that Goethe spoke about in one of his poems to which Dr. Lowrie made allusion to.

I ask the question: are our own libraries and the school institutions in condition to respond to this daring plan that Dr. Lowrie has mentioned? Have we prepared all our professionals required for this new ideal of school libraries at all levels?

On the other hand, are we in condition to determine what and how the training should be that we ought to impart now to this professionals? We certainly need librarians in quantity, but also in terms of qualifications, so that they may respond to the requirements of today and the future service of librarians and libraries. A librarian should not be totally absorbed by practice, but his competencies and abilities should allow him to radically modify traditional attitudes toward the book, toward reading, and toward the best uses of library services. A professional and-why-not a para-professional with very broad vision could successfully compete with this positive attitude as the agent, as an innovator leader capable of contributing to the educational excellencies we all are looking forward to. In one word, a professional knowledgeable about his own technology of a specialized field, can be more critical and more participatory.

We are very conscious of limitations that we have in our country in order to confront the growing task of this training. These limitations are the stimuli that will take us next Wednesday to an interdisciplinary and interinstitutional team that have worked in order to promote desirable and realistic alternatives for more rational and efficient training of school

library professionals that we are aspiring to have. I am sure that this one aspiration is common to all of us, this aspiration to that causes many representatives of other countries to reunite in this room. All of us are willingly desiring to integrate our equipment and to gather our efforts together in order to accomplish all the objectives that we have proposed.

Thank you very much.

Comments by Lic. Virginia Betancourt, General Director of the Autonomous Institute of the National Library and Library Services on the Conference of Dr. Lowrie

I believe that we should not forget that this is an international reunion, and I believe that it is very important to indicate that when Latin America and any other such developed region speaks of curriculum and textbooks that we want to say something different from what this term means in developed countries.

I will illustrate this by talking about the case of Venezuela. When we speak now of curriculum we are really referring ourself to a single master plan that all the schools in Venezuela follow, with changes that may occur when introduced once every five or ten years. These plans are reproduced almost literally by all textbooks, for those which do not amplify the knowledge, who do not stimulate the search for other materials and resources.. Therefore, in the case of countries similar to ours, when we try to make the school library dependent on the curriculum, this simply translates itself into converting the library and having it conform to the mediocracy of imported morals that, in our case, define learning in terms of objective achievements of behavior. We become aware that this transfer as a curricular model, also implies the transference of a conception of human learning of man which, in this case, leads absolutely away from a national reality.

It is because of this, that in Venezuela we have put into action the necessity of the school library to center its attention on enriching this curriculum, getting it near to the reality which surrounds it. This involves not only attracting educational materials that are traditional in substance, but unorthodox ones such as the telephone book, the daily newspaper and any other pamphlets produced to this end that may be edited by the Minister of Health in order to orient the new reading population about



the system of irrigation or the characteristics of a plant. It is because of this that the emphasis has been centered also on educating the teacher so that he may use many materials in his work and direct it to the student who may then look for information by himself.

On the other hand, I would like to put to question an observation that has been made by Dr. Lowrie in her work. The rest of which is exhaustive, very illuminating, and stimulating. This observation is, and I read textually, "We must move with the time, but we cannot forget that the school library and programs and resources ought to be and should be a basis by which we create all other library services." I believe that a statement of this magnitude is very difficult to accept by our countries. Personally, I have been affected by the effort that Nicaragua is making in order to modernize, the effort that they have made for the first time in order to get the world of ideas close to children and to adults. It is a very dramatic case in which a people of a government have to define where to begin. The literacy campaign of 80% of their adult population signifies the need to make a continuous effort after this campaign to assure that this teaching of reading does not become a demagogic fact, but rather a permanent action in order to make participants of all target people of this development who, up until now, have been solem witnesses of their future in Nicaragua. Where are we going to begin? In the school which they feel is only close to the dominant class? In the school that is closed as an institution, and that only takes care of children while the majority of the population are adults? The only initial and factual path is to utilize the library that is located within the schools in order to open sources of information to the people, as well as to the educator and to the student. To complement this action to the local level, a public library nucleus for each department (this is how they call provinces) can enrich these school-housed libraries with materials and with services and as bridges with a national library in order to democratize the information.

As a point of information I would also like to point out, and it seems to me that the recommendations of Dr. Lowrie are very opportune about the creative action of the librarian, the production of useful materials for students. In Nicaragua for example, which makes no sense whatsoever, not having any more money than we have, buys books that we are obligated to acquire by all Latin Americans. These books are produced by trans-

nationalist with Latin names in Colombia and Mexico. These books are not produced in the United States but are continuing to be produced for us. There are also books made in Spain that speak about the world of animals in which there isn't one single animal from Latin America, these are also books about plants where there isn't one single plant from our countries.

Really, therefore, when we talk about books for children, when we talk about textbooks, when we talk about curriculum, when we talk about our profession, it is almost impossible to achieve a real communication between countries that are developed and those countries that are on the way of development.

Among us, in the schools of Guayana, there are children who have learned before anyone else the possibility of integrating different ways for learning.

They themselves are the one who stimulate the teacher so he may bring maps when teaching geography, taking the opportunity perhaps to read a little short story about Africa when they are studying Africa. In this case, the cultural dispensers of information are the children whose Hispanic tradition and school rigidity may convert them into docile subjects, while they themselves may be the agents of learning for adults.

I would like to provoke a controversy because I feel can be sterile. Unless we change the educational model so that the curriculum will respond to the regional needs and will change with the times, the school library will be dependent on the curriculum, making it convert itself to diffuse itself into mediocrity, applicable to all people unreal in every way. It is necessary to highlight the importance of the library as a means to incorporate a fresh breeze into the school, a breeze sometimes contaminated by the community but in all cases a very real one.

Thank you very much.

PRESENT SITUATION AND PERSPECTIVES THE SCHOOL LIBRARIES IN LATIN  
AMERICA AND OTHER REGIONS

THE SCHOOL LIBRARY SYSTEM, PRESENT SITUATION AND PERSPECTIVES IN PERU

Presented by Prof. César A. Castro Aliaga

BACKGROUND:

The school library in Peru, up until the decade of the 70's, did not reach a degree of development that was satisfactory to the country due to the factors, among which were the traditional conception of the nature of its services. In the education disposition we find the school library is considered to be synonymous with school texts and merely a complement to the school job. The occasions which we can count in which projects were presented more or less coherently were in 1922 when the Office of School Libraries and Museums under the Ministry of Education created the "Fiesta del Libro" (Book Fair) and later expedited a ruling for school libraries. In the same way in 1966, the library policy was developed about that time by the Minister of Education, Dr. Joaquin Basadre. The various educational reforms were limited to introducing changes in programs, and they did not accomplish the recognition of the school library in its true dimension; neither have they proposed plans for such a foundation. The government pre-occupation in this aspect has been sporadic and insufficient.

In 1968, in anticipation of the education reform, the Ministry dictated a measure which was apparently very innovative in its consequences. This integral and permanentevaluator had to be adopted by schools and colleges. This new system demanded from the student a greater amount of practical work and assignments, which inevitably implicated the constant utilization of libraries, especially the National Library. This library was filled with student readers, causing congestion and moreover a complete deterioration of the book collection. When confronted with this situation, the authorities of the National Library and the Ministry of Education decided to assign a commission to study this problem. One of the commissions was formed by the members of the Peruvian Association of Libraries which carried out a diagnostic study about school libraries. The results were not surprising, for they confirmed the deficiency of the libraries at that moment.



Nevertheless, the solution that they proposed was really new: the creation of a library system. Years later, due to the effort of the National Library and the Ministry of Education, with the support of the OEA, the establishment of this system came to life, from which developed the synthesis of the present situation and the perspectives of the school libraries in Peru.

## SYSTEM OF SCHOOL LIBRARIES

### A. Planning

The establishment of a school library system is not an easy enterprise, particularly for Peru which had no experience to this point. It solicited the technical assistance of OAS. With this, they could count on the help of Dr. Olga Oropeza de Ojeda in 1972, to carry out her enterprising studies on various zones; and in 1973, with the expertise of Ilda Nelly Yuspa, to facilitate the training of qualified personnel. Later in 1975, this last expert returned to Peru in order to evaluate the advances of the system. National personnel give the following conclusions regarding the situation in scholastic libraries:

- lack and inefficiency of library services
- bibliographic inadequacy and poorness
- lack of professional and qualified personnel
- absence of standards and technical criteria in the organization and selection of bibliographic collections
- shortage of adequate rooms, furniture and equipment

Taking into account this reality, the System of Scholastic Libraries was planned and begun.

### B. Objectives

The objectives of the System are:

- to direct and aid, in a gradual and coordinated manner, the Scholastic libraries of the county
- to provide adequate library services to the prevailing Educative System, in special form at the Basic Level.
- to propitiate the integration of scholastic libraries into the educative process
- to achieve a better distribution of financial, physical, and available human resources.

### C. Strategic Actions

- Creation and operation of the National Office of Scholastic Libraries and the Pilot Scholastic Library "José de San Martín", as a technical standard medium and experimental center of the System, respectively.
- the Organization of Central Libraries in provinces, equipped with a bibliographic and basic audiovisual collection and professional and auxiliary personnel, using the existing infrastructure.
- the training of the System's professional and auxiliary personnel with advice from the O.E.A.
- centralization of Technical Processing acquisition, classification, cataloging and part of selection
- organization of the libraries of Basic Centers.

### D. Structure of the System

1. National Office of Scholastic Libraries (ONBE). It is the technical-standard medium for the System, responsible for the planning, development, supervision and control of the scholastic libraries at the national level. It centralizes the technical processing and trains the professional and non-professional personnel. It is contingent upon the National Library.
2. Scholastic Library Pilot "José de San Martín". It was established in 1971 as a means of relieving the overload of scholarly readers at the National Library. Today it constitutes the Experimental Center of the System, as such it offers a model program of librarian services, though subject to evaluations and reappraisals. In order to be transferred to the integral libraries of the System, its organization and operation have been based on the conception of the Center of Educative Resources. It is contingent upon the National Office of Scholastic Libraries.
3. Scholastic Regional Libraries. They are found situated in some capital cities of the provinces and fulfil two basic functions: on the one hand they offer a model program of services and, on the other, they give training, supervision, and advice to the libraries. Library administration is dependent on the Regional Office of Education. Normally, the National Office of present School Libraries meets with the regional libraries in the provinces, especially for beginning projects.

4. Central Libraries. They function in communal Education Centers. In agreement with this conception of an educational nucleus, libraries centralize their services under the jurisdiction of the NEC. Administratively, they depend on the Office of the Education Center and normally of the system.
5. Libraries of State Educational Centers and Private Ones. These correspond to each of the Educational Centers. They are coordinated with the central libraries. They are administered by the Office of the Educational Centers and normally by the system.
6. Itinerary Collections. These are assigned to zones with very difficult access such as marginal zones, rural zones, and those zones close to the frontiers. They depend on regional libraries or central libraries.

#### E. Human Resources

The human resources of the system consist of director of personnel, professionals, technicians, and auxiliary personnel.

Director of personnel is formed by librarians with vast experience. Professional personnel is formed by educational libraries and an docents who are qualified in school libraries. Technical and auxiliary personnel have training in technical aspects. Besides this, the National Office of School Libraries periodically organizes courses for professional studies. The last study was developed last January with the support of the Multi-national Project of School Libraries and the Center of Educational Resources of Costa Rico.

With regard to the qualifying of non-professional personnel, courses are offered by the National Office of School Libraries in Lima and in the provinces by the central libraries, with the support of ONBE. A program now exists which is more or less ideal in that it has accomplished experiences of this type over the years.

#### F. Financial Resources

Initially, the finances of the system was shared by the Ministry of Education and the National Institute of Culture. In actuality, the budget of the system comes only from this last group in a form that is quite limited. Certainly, nevertheless, the communal participation throughout the Parents' Association contributes to the maintenance and strength of the school libraries.



## PARTICIPANTS

Year	Lima	Provinces	Total
1973	27	100	127
1974	11	15	26
1975	9	36	45
1976	21	48	69
1977	13	8	21
1978	25	-	25
1979	41	-	41
1980	29	-	29
TOTAL	176	207	383

G. Legal Base

The legal base is found in the last stages of arrangement of the regulations of the organization and functions of the National System of School Libraries. This instrument institutionalized the system and established the mechanisms in order to supply the financial resources. It also integrated the educational system. The regulations are the result of the experience gained in several years of work.

H. Accomplishments

When the basic structure of the system was established, the expansion and development of central libraries and central bases was pursued. These projects did not receive financial help, so they had to develop at a very slow pace. Despite the difficult economic situation in Peru, school libraries have maintained a certain degree of improvement of their services. Among the accomplishment of the first eight years of their functioning, we can mention:

1. Organization of the basic elements of the system: pilot school library "Jose de San Martin"; National Office of School Libraries; regional libraries and central libraries in Lima and the provinces.
2. Qualifying more than 380 head librarians in libraries of educational centers of the country.
3. Centralization of the technical processes within the system itself, in order to facilitate the job of diffusion/delivery and promotion of the services of librarians.

4. Elaboration of the rules of school libraries.
5. Established "School Library Day" as a means to promote the participation of the authorities, of families, and of the community in general, and the promotion of school libraries.
6. Recognition by part of the educational community of the importance of school libraries and the habit of reading as an indispensable tool in the permanent education of the child.
7. Extension of the library service in provinces through the organization of central libraries, which have professional and auxiliary personnel.
8. Centralization of technical processes: acquisition, cataloging, classification, and part of selection.

#### I. Inconveniences

The inconveniences we find go hand in hand with those in the country, that is to say, the economic crisis that has decidedly lessened the support on the part of governmental groups, in this case the Ministry of Education. Also, we can mention:

1. The lack of unity in the administrative and technical aspects of the system.
2. The permanent anti-pedagogical conditions in the educational centers, including teacher training, the infrastructure, and the equipment of educational centers.
3. Lack of a major and clear conception of the school library in the plans of educational reform as an implement to them.
4. Not having educational legislation which favors the development of school libraries and the system.
5. Deficit of professional personnel due to the very low salaries of these state positions.

#### J. Projects

1. Transferring the National Office of School Libraries to the Ministry of Education.
2. Reinforcement of the qualification of non-professional personnel and the improvement in the category of library technicians.
3. Amplification of the system with the technical implementation of the libraries established in modern complex educational centers with Project-Peru-BIRF (14 lera. stage; 2nd stage 19).

4. Approval of the regulation of the system in order to accomplish the integration of the school library with the educational system.
5. Integration of the National System of School Libraries in the National System of Information is in the developing process.
6. Development of a national campaign of diffusion to promote the development of the plan of the system noting its importance in the educational process and the development of the country itself.
7. Concentrating the technical assistance solicited from the OAS and the "Andrés Bello" agreement.
  - Multinational Project of School Libraries, in which will participate Venezuela, Costa Rica, Colombia, and Peru.
  - Meeting of supervisors of school library programs in the countries signified in the "Andrés Bello" agreement.
  - Establishment of school libraries in educational centers of Project.Peru-BIRF.

Annexed document: Map of Peru with the parts of the system  
 Organization of the system

MAP: National system of School Libraries

LEGEND: Geographic location of school libraries

National Office of School Libraries BEP "Jose de San Martin"

\* Regional Libraries

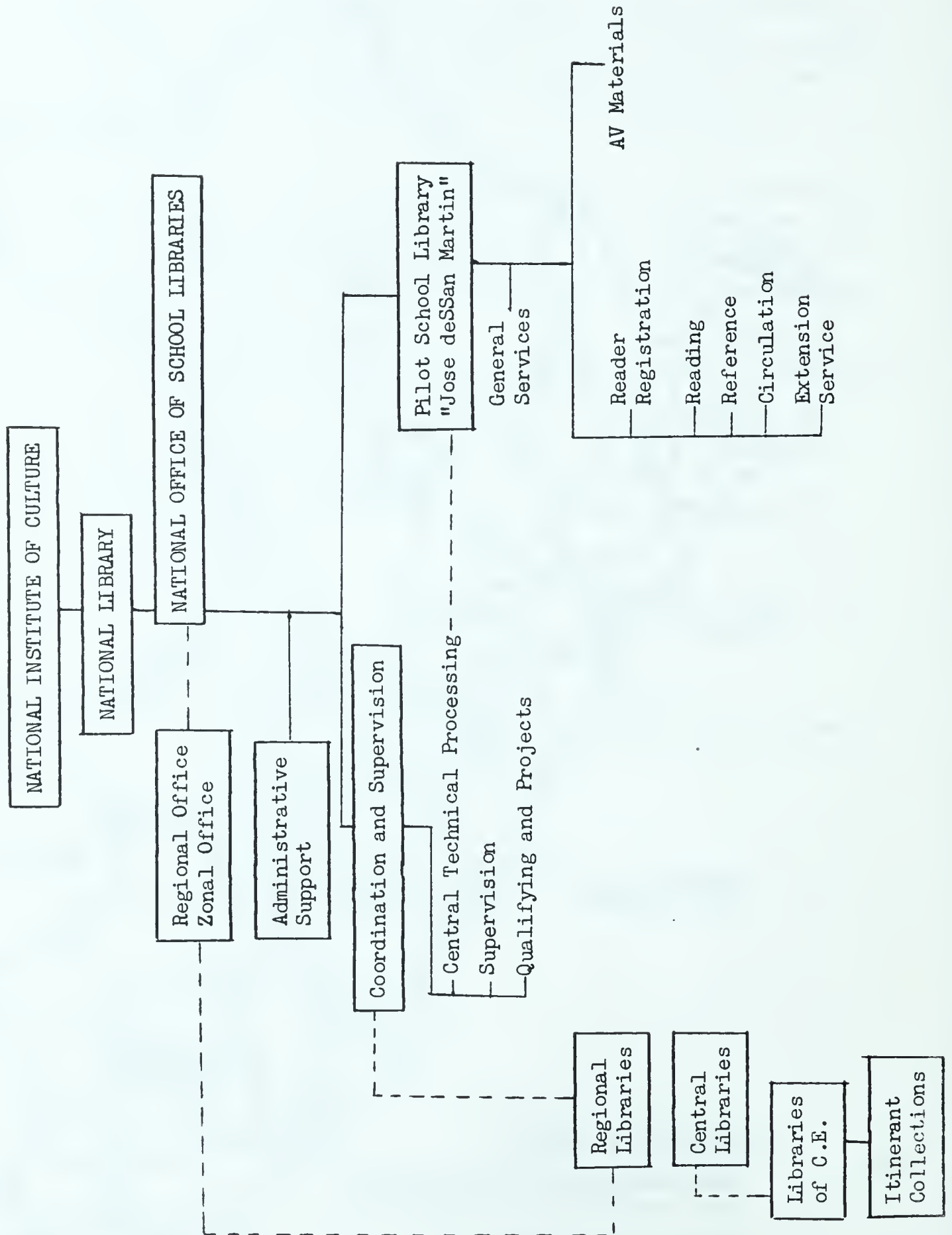
A Central libraries

o Educational center libraries

- Itinerant collections







## SCHOOL LIBRARIES OF NICARAGUA

Presented by Lic. Orfa Baez Reinoso

### INTRODUCTION:

The Central Office of Development of School libraries of the Ministry of Education in the Republic of Nicaragua, when it reiterated its work after the triumph of the Sandinista Popular Revolution, requested resource materials of libraries in all the educational centers of the country.

The diagnosis revealed a Nicaragua where everything had to be done. The present statistics for the student population are: for primary education, 436,352 students from the ages of 7 to 12, and 151, 578 between 13 and 18 years old; and for intermediate education, 98,874. These figures alert us to the increase in library service, as well as do the 600,000 new literates, potential readers who will demand services.

The quantity of students to be educated have not received the vital support and knowledge, and this has been the prime reason for illiteracy. If the Education Media Centers possess very small book collections, this information will not <sup>be</sup> sufficient for the cultural and political development of our new country. Hopefully, by this school year 1980-81 the number of students in formal education will increase by 60% over that of previous years.

In the Congress of the National Crusade for Literacy which met the past June to evaluate the accomplishments and difficulties of the same, they arrived at the conclusion that of the million and a half citizens to be taught to read between March and August of 1980, only 600,000 will become literate by that date.

### BACKGROUND:

In 1965, the Ministry of Public Education created a program of School Libraries and Public Libraries, under the direction of the Department of Cultural Extension, the ultimate purpose of this was to provide for the creation of libraries in national educational centers and departmental seats if necessary.

In 1966 the pedagogical library was created under the direction of the same program with the final goal of this library becoming the headquarters and director of school libraries, and being ultimately converted into the central library of the Ministry of Education.



The functioning of these services implicated budgetary assumptions, which was not very successful, because most of the time the library lacked the necessary budget to attend to the necessities of technical assistance and personnel. Nevertheless, they managed to achieve some kind of library infrastructure in the national education centers to the level of education media. They were self-sufficient financially with the help of certain international groups such as OAS, Unesco, AID, and embassies.

The uprisings of 1978 throughout the country and the war of liberation in June-July of 1979 produced the partial and total destruction of these libraries, which is manifested in the present diagnosis since the revolutionary triumph. It is indicated there the point of departure for the proposal of a national network of school libraries.

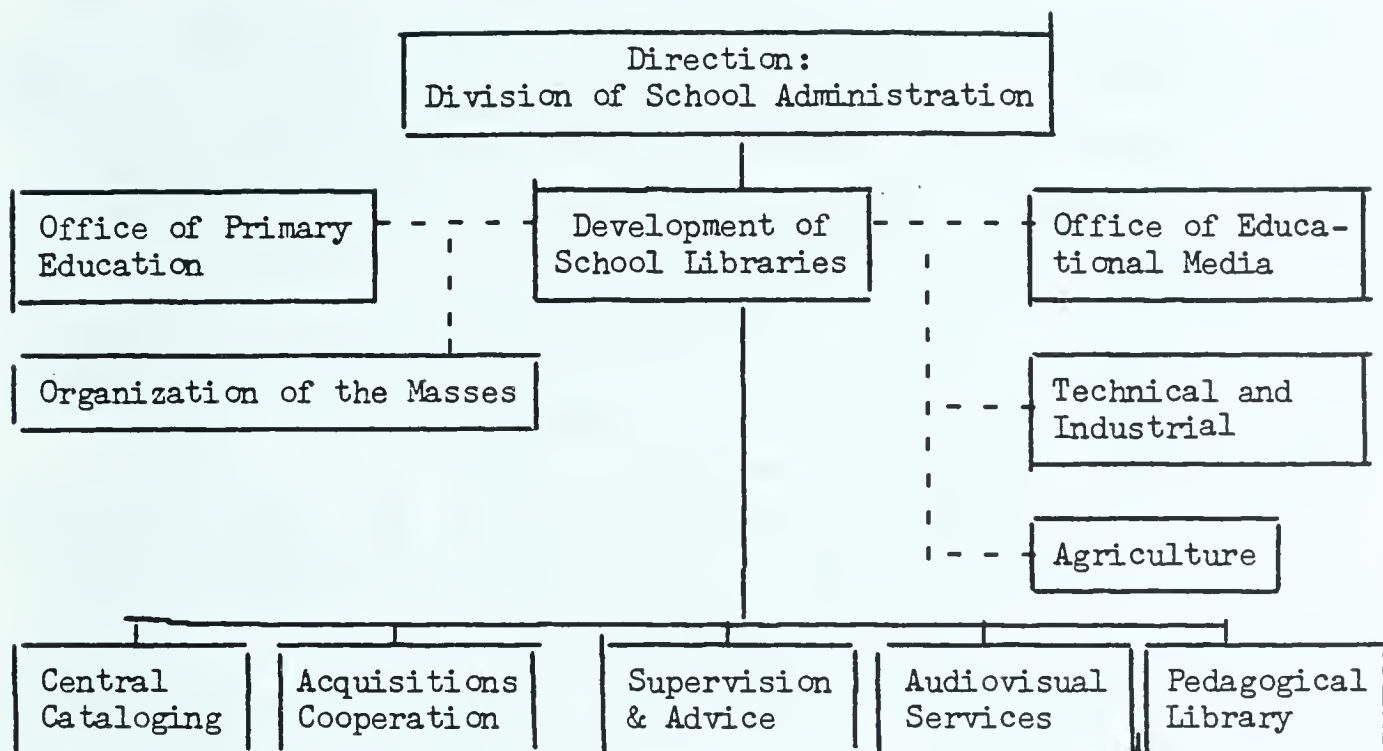
#### STRUCTURE OF THE OFFICE

With the fall of the somocist a dictatorial regime by the Sandanista Popular Revolution, under the vanguard of the Sandinsta Popular Army, the council of the Government of National Reconstruction has given priority to education as an indispensable factor in reconstruction. Therefore, the Minister of Education, Dr. Carlos Tunnermann, indicated the restructuring of the educational apparatus and is convinced of the role with libraries play in this project. He has proceeded with the reorganization of the Office of School Library Development, increasing the number of personnel in order to achieve a better school library system.

In the official structure of the Ministry of Education, the Office is under the direction of the Division of School Administration, and their activities are coordinated with the Offices of Primary Education, Media Ed., Industrial Ed., Technical Ed., Agriculture Ed., and the Organization of the Masses. This structure is as follows:

- Administration
- Supervision and Advice
- Pedagogical Library
- Central Cataloging
- Audiovisual Services
- Acquisitions Cooperation

The organizational chart shows the administrative relation and coordination with respect to the direction of the Division of School Administration.



For the organization of the Office they took into account our new national reality, concentrating on library necessities and giving it most high priority in order to give the school library system backing by education.

#### GOALS

As a principal goal and with the national criteria with which the Office of School Libraries is supposed to work, it has been planned to consolidate this department in the framework of the educational necessities that the process of our revolution demands: improving existing libraries, creating new units, qualifying personnel, centralizing technical processes, creating an acquisitions cooperative and audiovisual service, and giving regular assistance in service to all educational centers.

In order to accomplish the goals that we propose, the objectives are as follows:

1. Place the present reality of school libraries in terms of physical, geographical, and socioeconomic factors, as well and technical, in order to evaluate the necessities of these and channel their services to advantage of our new educational process.
2. Measure the technical capabilities of the different centers at the same time channeling the services to advantage of the educational

process and the ideological one in which we are living.

3. Evaluate the personnel who take care of the libraries, as a fundamental element, taking into account personnel aptitudes and attitudes, in order to qualify them for efficient service, in accordance with the existence of our new education.
4. Qualify teachers to take charge of libraries in educational centers by means of support by international organizations such as OAS, Unesco, and friendly governments.
5. Develop standardized procedures in technical processes for better control and improved service which this office will give and for future service which may permit automatization, which will make possible better bibliographic information service and the establishment of interlibrary exchanges among other centers.
6. Offer audiovisual services as another means of collaboration in the process of learning about the new educational programs.
7. Form a National Network of School Library, in order to achieve the coordination of all the activities that the central administrative office proposes to carry out.

#### NETWORK OF SCHOOL LIBRARIES

One indispensable factor for the execution of the stated objectives is the creation and functioning of a network of libraries, which will assure better planning of the services that this office will offer, besides the possibility of coordinating efforts with other institutions in the country which give service and help to academic institutions, as well as to the community in general. These are: the Ministry of Culture, the Ministry of Health, the Ministry of Social Welfare, the Ministry of Farm Development with its program the Nicaraguan Institute of Agricultural Reform (INRA), the Nicaraguan Institute of Natural and Useful Resources (IRENA), the Ministry of Housing and Human Needs, and the Organization of the Masses.

It has been thought to operate this in the form of a network because this way of organizing materials, equipment, services, and personnel will insure the utilization of all, and because our needs at the national level demand it.

#### ORGANIZATION OF THE NETWORK

Taking into account the 16 geographical departments into which the

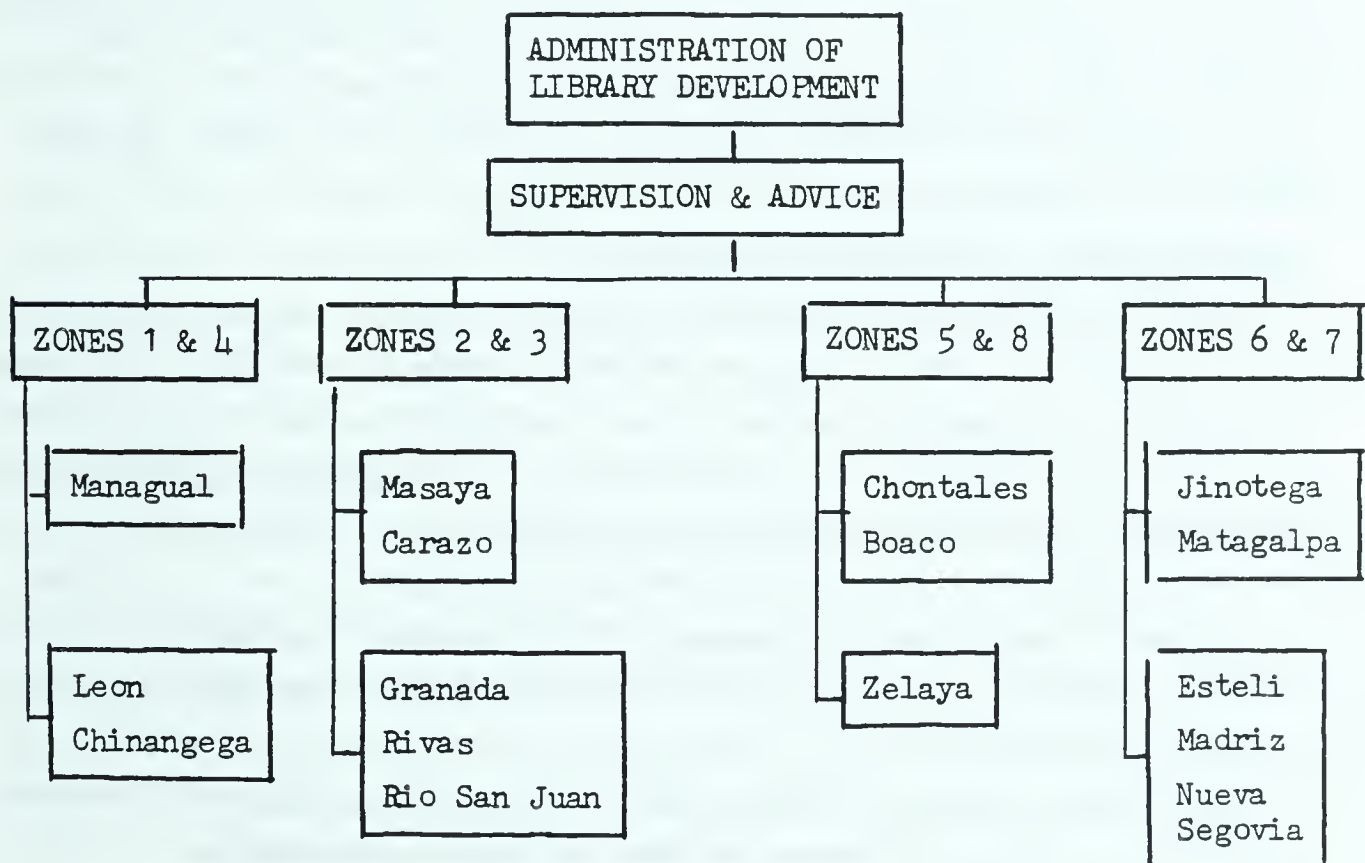


country is divided, the network will begin selectively with an intermediate level library and another at the primary level, which will be the headquarters in the Departmental capitols. They will be called the governing or nucleus library and will be charged with supplying all the necessities of the region's educational centers while they maintain their own libraries.

We will begin with a total of 34 libraries, because the Department of Zelaya by its extension was divided into two zones. The distribution of services will be proportioned into five libraries per Department. This is in accordance with the diagnosis which this office has elaborated. The network will have up to eight libraries, depending on the distribution function, that may be proposed in the five-year plan.

The governing or nucleus libraries of the networks will be under the charge of the Supervisors of the central office, which in turn will be under the head of the section of the Office of School Library Development. This hierarchy of dependency is strictly from a technical aspect, because each library will be administered by the director of the educational center.

The following organizational chart shows the formal geographical organization of the network:



### FUNCTIONING OF THE NETWORK

Each nucleus library will have the continued assistance on the part of the Section of Supervision and Advice of the Office. These libraries will guarantee the material to be technically processed, so that the librarian will have most of his time available to give service to readers and to familiarize them with the materials, and help in the rest of the libraries which operate in the region. The nucleus library, then, will generate service, not only to its users, but also to the other libraries which have been assigned to the region.

This service will be helped by an interlibrary loan called "traveling boxes" (this is a portable service of books that some libraries will have to use because of their geographic location), in order to consult with their own work center.

In those cases where the zone has an extensive nucleus library and no other library would be found, as well as where there would exist several school libraries, it is contemplated that there will be a coordination of public and communal libraries in order to broaden service to all the region as well as to the small localities, so they can have a single infrastructure of a unified library with multiple services, in order not to duplicate efforts, and to pay attention to the community with political timetables so as not to deviate from the pedagogical purpose of the school library, which is the intellectual core of the school.

### CENTRALIZATION OF TECHNICAL PROCESSES

The creation of the network of libraries demands the centralization of the technical processes. Therefore, it is planned to create a cataloging center with headquarters in the central office, with the object of standardizing the systems of classification and cataloging in all the school libraries of the country and to give service which the libraries integrated with the network could not carry out individually.

In fact, the national diagnosis, which revealed the existing resources of the libraries, show that 90% of their collections are just beginning and are not processed.

The primary education centers all lack libraries, and of the 20 that had been in the school centers of Managua, none exists today.

The principal element that has caused the absence of technically

organized collections has been the lack of qualified personnel in order to catalog and classify. On the basis of this situation, the office is planning, as an emergency measure, to give central technical service to all the school library system in order to promote better service to the users. Similarly, it is noted that 80% of the personnel who take care of the present libraries have no knowledge of librarianship.

The criteria for centralizing technical processes offer us the following advantages:

- The librarian does not have to devote his time to this work because the cataloging center will do it for him, and instead he will be able to promote service to the users.
- The cost of duplication of the materials of work will be reduced.
- It will be assured that the technical work will improve for the entire library system.
- There will be better control of the acquisition of bibliographic materials, avoiding unnecessary duplication.
- The processing techniques will be unified.
- The expenses of the infrastructure will be reduced.

#### ACQUISITIONS COOPERATION

This cooperation will initiate its operations, sending to the libraries of the network by means of its nucleus library, lists of library materials that they will need to buy. This will be submitted to the central office where they will budget the prices. By this means they will fill a single order where they will get a higher discount percentage in purchasing. Similarly, in this manner they will consolidate acquisitions. Technical processes will take place afterwards, sending the materials already listed to their respective libraries.

#### AUDIOVISUAL SERVICES

Having clarified that audiovisual materials constitute an indispensable auxiliary to the teaching process and that libraries ought to preoccupy themselves by offering these materials to teachers and professors as well as to students, this unit will include within its services a budget for audiovisual materials and equipment to the libraries of the network. Towards this goal, they will form lists of materials that can be offered to the libraries so they can include such activities in their service.



### PEDAGOGICAL LIBRARY

This library was created one year after the Program of School Libraries. Its functions are to give service to the personnel of the Ministry of Education through specialized library materials in pedagogical education. Its headquarters is in the Ministry of Education itself and is taken care of by two persons. It functions under the technical and administrative direction of the Office of School Libraries.

Under the dictatorial regime, this library had the same luck as that of the school libraries, subsisting on a base of donations, made without any criteria of selection, the library material did not supply the corresponding information.

Presently, its restructuring has been completed. As much in its service, in the technical field, as in administration, collecting basic documents has been the consequence of its goals. Once selection of materials has been made, they are processed technically. In its projections of expansion and services, it has carried out expositions, political and educational conferences, etc.

### ACTIVITIES THAT HAVE TAKEN PLACE IN ACCORD WITH THE PROPOSED PLAN

- The Minister of Education, Dr. Carlos Tunnermann, solicited finances of US\$115,000 from the OAS in order to train 70 librarians in Costa Rica. Presently, 40 are being trained in the National University of Costa Rica, in Heredia; at the end of the year 30 more will be trained.
- The national diagnosis of school library as elaborated.
- A manual has been prepared for school librarians.
- The government of Mexico donated 5,577 school texts and complementary literature to this country for this program.
- The government of Venezuela has donated 3,256 volumes of school texts and complementary literature.
- The government of Costa Rica donated 3,363 volumes of children's literature.

## SCHOOL LIBRARIES IN CANADA: AN OVERVIEW

by Prof. John G. Wright

Canada occupies the top half of North America, a vast strategic area with a relatively small population of 23 million people, most of whom live in communities within 161 kilometres (100 miles) of the United States border. There are two official languages, English and French; English is the first language of 61.4 percent of the population, French is the first language of 25.6 percent of the population, and for the remaining 12.9 percent, most of whom are immigrants from all over the world, there is a great variety of first languages.

Like other countries in the new world, Canada developed out of colonial enterprise, principally that of Great Britain and of France. The oldest French colony, Quebec, was ceded to Britain in 1763, and along with Upper Canada (now Ontario), Nova Scotia, and New Brunswick became part of the newly created Dominion of Canada in 1867. Other colonies and territories were admitted up to 1949 when Canada became a country of ten provinces and two territories.

Unlike other American countries which secured their independence by revolution, the Canadian colonies negotiated their confederation with a British government anxious to prevent the recurrence of revolution that had already cost them the loss of their 13 American colonies. Under the terms of the British North America Act a limited number of

powers were granted to each province, and all major and residual powers were reserved for the federal government. Education was one of the powers assigned exclusively to the provinces.

Each province of Canada has its own Ministry (or Department) of Education, and sometimes another Ministry of post-secondary or higher education, and sometimes another for cultural affairs under which public libraries may be organized. Since there are no parallel ministries in the federal government, it can only influence education indirectly. Co-ordination is achieved through the voluntary association of the Council of Ministers of Education organized in 1960, which enables the ministers to consult one another on matters of mutual concern, and to co-operate in joint projects. The current areas of joint action are in manpower, instructional media, post-secondary education, curriculum, and education statistics. It is not appropriate, therefore, to talk about Canadian school libraries, but rather about school libraries in each province or territory of Canada.

While each educational system has unique features, especially Quebec whose social structure is inherited from France, there are many common elements as well. All provinces have elementary programs of six to eight years, secondary programs of three to five years, a school year of ten months, a grouping of children by age in a sequence of graded levels, a compulsory attendance age, an authorized program of studies, and provincially certified teachers. The costs of education are shared between grants from the provincial Ministry of Education and from tax



assessments in each municipality. Formulas are used to equalize provincial grants so that municipalities with fewer tax resources receive correspondingly larger amounts of money.

Each municipality has a school board elected by local citizens to administer its schools (and their school libraries). Sometimes these boards may include several municipalities in a larger unit of administration, especially in rural areas where the population is small and scattered. There are marked variations from province to province with regard to provisions for early childhood education, for exceptional children who require special programs and facilities, and for children whose parents desire particular religious or "non-public" instruction in private or in "separate" schools.

Schools in Canada, even in colonial days, had collections of instructional resources, usually administered by the principal or someone designated by him. The impetus to organize these collections into libraries was generated in each school by interested teachers or private citizens. School housed libraries which served the community as well as the school were a feature of "common" or public schools in Upper Canada during the last half of the nineteenth century. The growth of public libraries gradually eroded the usefulness of these libraries which eventually disappeared or were merged with public libraries. In communities where there were established public libraries, special services to schools were provided, often by use of book deposits or bookmobiles. Organized libraries were common features of secondary

schools by the 1940's, but were much slower to develop in elementary schools where enrollments were smaller, and where teachers were assigned by grade level of instruction rather than by subject to be taught.

During the 1960's, expanding enrollments and an expanding economy made innovation possible, and there was phenomenal growth in school libraries. New curricular programs promoted individualized learning and inductive teaching, both of which require information resources immediately accessible in the school itself. Teachers became more aware of modes of learning, and of the unique roles of non-print media in student motivation and retention. School library development was strongly influenced by similar trends in the United States, a fact that should not prove surprising when one-half to three-quarters of all library materials purchased for Canadian schools are published in the United States.

While the rate of growth slowed during the 1970's, school libraries were consolidated, and benefitted enormously from activities of the newly formed school library associations, from the appointment of provincial school library supervisors, and from courses of study for school librarians offered by faculties of education and of library science.

The accompanying tables of statistics<sup>1</sup> demonstrate both the growth of school libraries and the unevenness of there growth. Library

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<sup>1</sup> No statistical data for the Territories or for Quebec were available when this paper was first prepared.

statistics, when reported as averages, hide much of the disparity between urban and rural schools, and between elementary and secondary schools. The schools without libraries are largely rural, isolated, and small, and too often without any access to district or regional services. Averaging also hides the fact that secondary schools receive more money per library, and have collections at least twice as large as those in elementary schools. Print materials still absorb the largest proportion (80 percent) of the library budgets, with elementary schools spending more on non-print materials than do secondary schools.

It is gratifying to report that even with slightly declining enrollments, expenditures per pupil have increased; but this advantage is more than off-set by the reduced buying power of the Canadian dollar. Declining enrollments also tend to maintain the relative size and accommodation of library facilities. The really critical data are the percentages of full-time personnel, now showing a definite decline from former years. The increased numbers of full-time support personnel (not shown in these tables) do not compensate for the very large numbers of part-time professional and clerical staff, especially in elementary schools. In Alberta, for example, 64 percent of all school librarians are part-time. Further analysis (not shown in these tables) indicates that secondary schools have more full-time staff, and more trained staff than do elementary schools.

In most provinces, school librarians are recruited from the teaching profession, and receive their library education in faculties of



education. In some provinces, such as Alberta, teachers may receive graduate diplomas or master's degrees in school librarianship from a Faculty of Education. A small number of librarians, fewer than 13 per cent, take library degrees from faculties of library science; these persons usually assume key positions as consultants and supervisors, or as high school librarians. Most provinces do not certify personnel as librarians so that many librarians, especially in elementary schools, have minimal library training even though they are certified as teachers.

Each province has its own school library association, usually a division of the teaching profession rather than of the library profession. The teaching connection enhances teaching status and its career benefits with regard to tenure, salary, and superannuation. These school library associations have their own conferences, their own journals, and their own professional policy guidelines. The Canadian School Library Association, formed in 1961, is a division of the Canadian Library Association, the national organization for English-speaking librarians; there is also a school section of ASTED, the national organization for French-speaking librarians. CSLA has issued a number of significant publications including Resource Services for Canadian Schools, a co-operative venture with AMTEC, the national association for media and educational technology in Canada. It also issues its own Journal, Moccasin Telegraph, and supports a national review of Canadian publications, Canadian Materials.

The late Margaret Scott, one of the founding members of IASL, gave a paper on Canadian school libraries at the Conference in Jamaica in 1971. In it she made some comments about the approaching decade of the 1970's. It is in the same spirit of anticipation that I should like to offer some of my perspectives of the 1980's for school librarians in Canada.

1. One of the concerns of Professor Scott in the 1970's, and one which we still have with us in the 1980's, is the long range impact of school libraries in the education process. Although physical facilities and budgets for library materials are well established features of most school systems, and although school librarians are now more numerous and better trained for their positions, we cannot be complacent about the actual participation of school librarians in curriculum development and instructional guidance. Part-time library personnel, especially those with limited training and with little or no support staff, cannot devote enough of their time in these areas of librarianship. Too many administrators and teachers still perceive librarians as managers of materials and equipment rather than as specialists in the process of teaching and learning.

2. The increasing evidence of local school initiative in planning programs of study and in assigning budget priorities is shifting the process of library decision-making away from provincial and district consultants to the local school. School librarians must now justify their programs and their budget requirements to local principals and to

their fellow teachers. The value of library programs must be demonstrated to principals and teachers as well as to students, to teaching as well as to learning.

3. Economic recession has many effects on public institutions. In education one of the present concerns of the tax-paying citizens is basic learning without unnecessary options or frills. New programs of study are becoming more structured and more dependent on prescribed materials and testing. School librarians must demonstrate their capacity to serve this core of learning as well as the enrichment and cultural aspects. These concerns extend to programs for students with physical and learning disabilities, and to programs for cultural minorities.

4. Inflation means reduced buying power and increases the importance of obtaining maximum benefit from a minimum of resources. More school librarians are now looking for supporting materials outside of the school. I believe that school librarians will not only have to consider borrowing from but also sharing with the community outside of the school. Total community planning, and community access to school facilities and materials is now a sensitive political issue in many parts of Canada. This does not necessarily mean school-housed public libraries, but it does mean increased commitment to community life surrounding the school.

5. Communication technology, particularly in the rapidly developing information networks of all kinds, poses new challenges for school

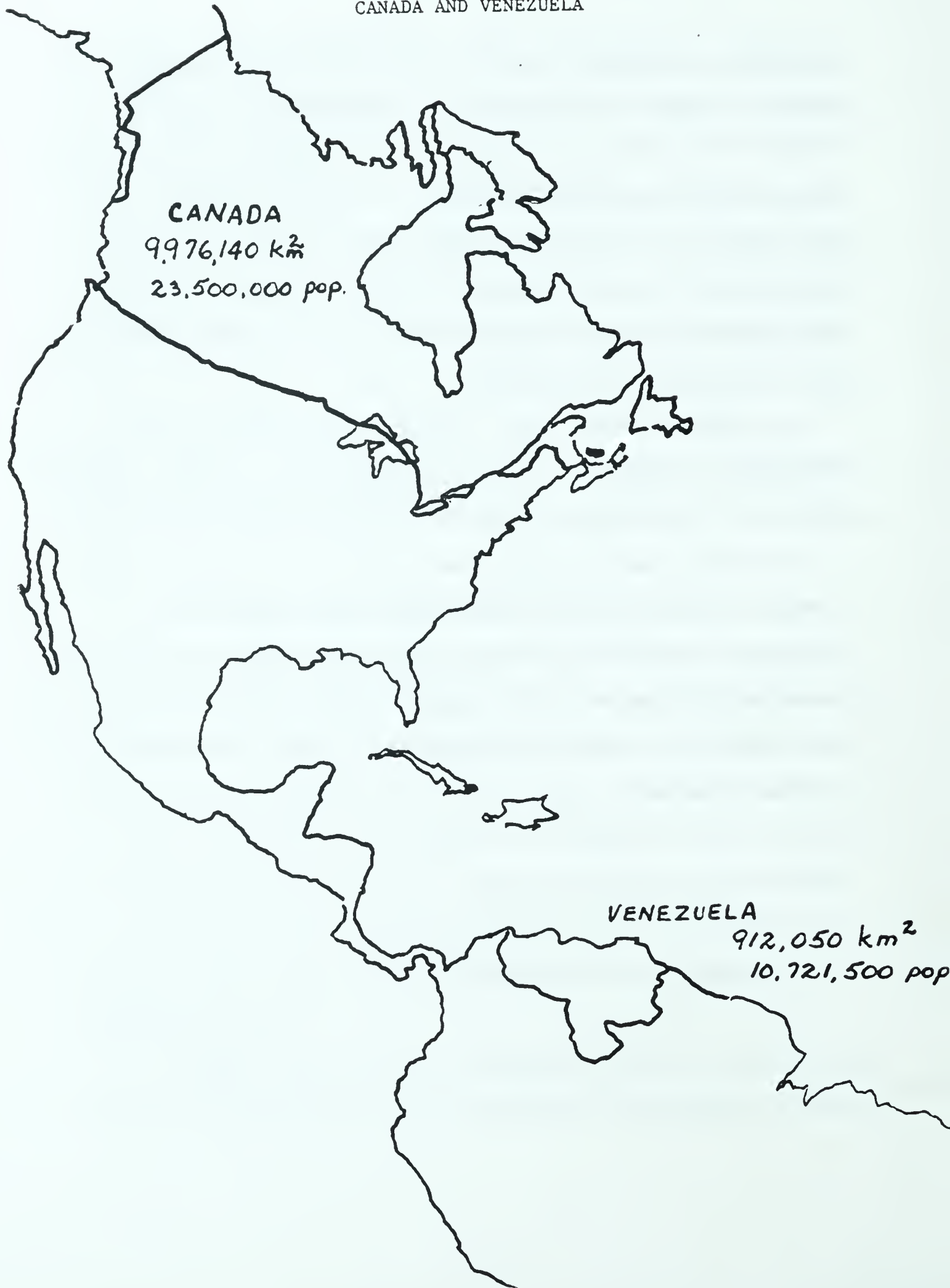


librarians. Librarians in schools have always been very media conscious, but most of them have not been significantly involved in computer applications to information storage and retrieval. Our capacity to serve the information needs of students and teachers of the next decade will be enormously enhanced when the school library is tied into regional, provincial, and national information networks. This development has many implications for school library education as well as for practicing librarians.

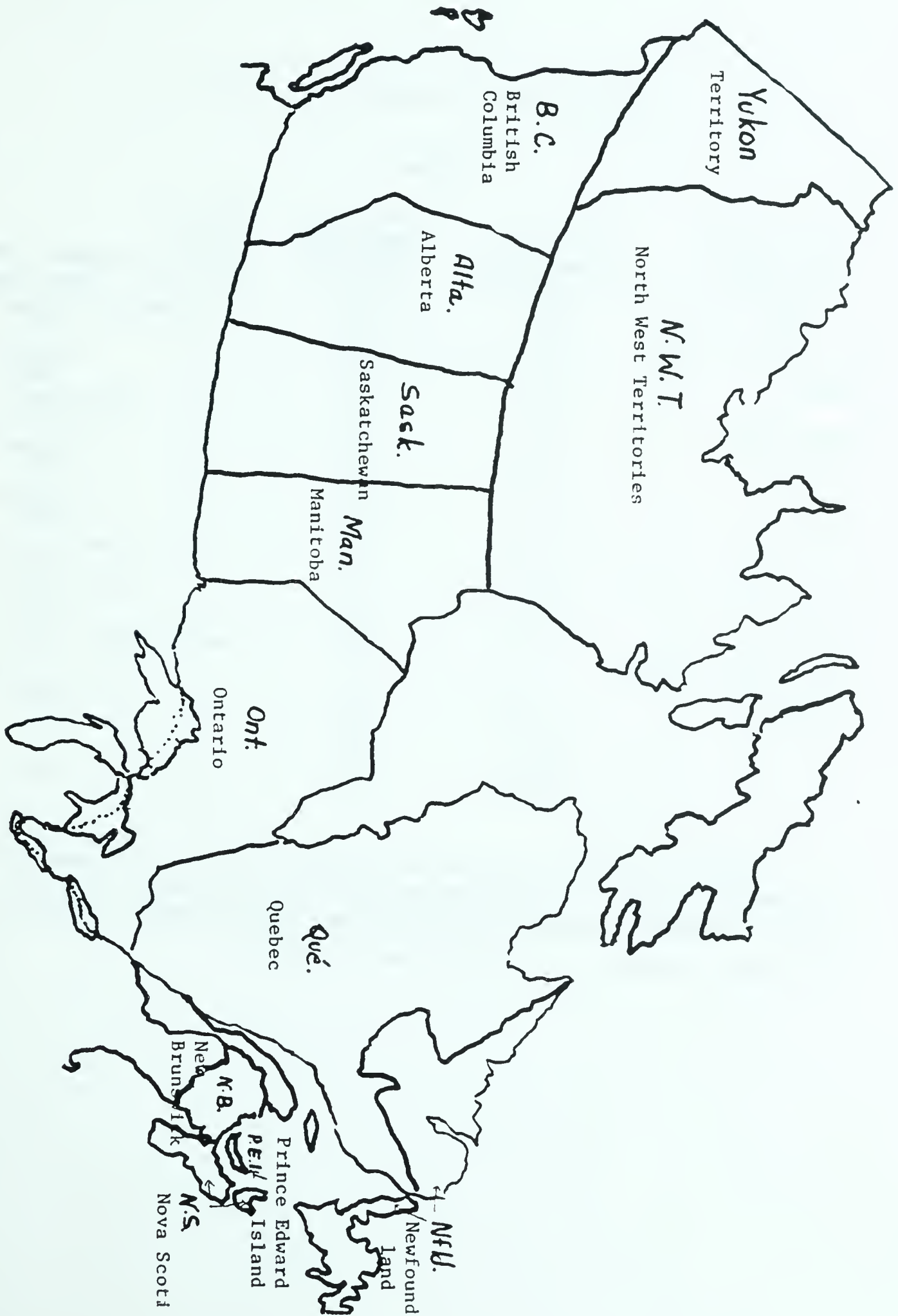
6. The next decade will, I believe, also establish firmly the importance of technical and clerical support staff in school libraries that are full partners in extended information systems and networks.

If I am facing the future clearly, and not just gazing at it darkly, then the 1980's will be as exciting and as demanding for Canadians as the 1970's have been. There will be many hazards in surviving the economic and social upheavals of the approaching decade, but they should help to keep us alert and aware of the information needs of the next generation.

## CANADA AND VENEZUELA



## CANADA: ITS PROVINCES AND TERRITORIES





SCHOOL LIBRARY STATISTICS FOR 1978-79<sup>1</sup>

Table I

Province	Number of Schools <sup>2</sup>	Number of School Libraries	Number of School District Libraries	Number of Librarians <sup>3</sup>
British Columbia	1615	1359	54	631
Alberta	1463	948	16	424
Saskatchewan	973	761	14	240
Manitoba	724	487	18	186
Ontario	4723	3681	49	1989
New Brunswick	469	327	3	114
Nova Scotia	615	315	4	129
Prince Edward Island	73	57	3	22
Newfoundland	686	266	12	106
	<hr/>	<hr/>	<hr/>	<hr/>
	11341	8201	173	3841

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<sup>1</sup> Excluding the Territories and Quebec.

<sup>2</sup> 1780 (15.7 percent) schools did not respond to the survey.

<sup>3</sup> Part-time personnel were excluded from the survey.

Table II

Province	% of Schools with School Libraries	% of Students Served by School Libraries	% of School Libraries with Librarians <sup>1</sup>
British Columbia	84%	97%	46%
Alberta	65	79	45
Saskatchewan	78	90	32
Manitoba	67	89	38
Ontario	78	87	54
New Brunswick	70	85	35
Nova Scotia	51	68	41
Prince Edward Island	78	83	39
Newfoundland	39	51	40
	—	—	—
	72%	85%	47%

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<sup>1</sup> Because large secondary schools may have more than one librarian, the actual number of libraries with full-time librarians is fewer than the column indicates. Part-time staff are not included.

Table III A

Province	Total Books in All Libraries ('000 000)	Average Number of Books per Pupil	Total Amount for All Libraries (\$ '000 000)	Average Amount per Pupil
British Columbia	8.4 vol.	18 vol.	\$ 5.8	\$12.13
Alberta	6.3	19	3.4	10.31
Saskatchewan	4.0	22	2.1	11.69
Manitoba	2.9	16	1.4	8.10
Ontario	24.7	16	11.4	7.24
New Brunswick	1.1	8	.5	4.23
Nova Scotia	1.0	8	.6	5.07
Prince Edward Island	.2	9	.1	5.17
Newfoundland	.6	8	.4	5.55
	<hr/>	<hr/>	<hr/>	<hr/>
	49.5 vol.	16	\$26.2	\$8.35



Table III B  
 BREAKDOWN OF AMOUNT SPENT  
 FOR ALL REPORTING LIBRARIES

Elementary

Print	\$12.6	
Non-Print	3.1	
Other	.7	\$16.4

Secondary

Print	\$ 8.0	
Non-Print	1.4	
Other	.3	\$ 9.7
		<hr/>
		\$26.2

Table IV

Province	Average Size m <sup>2</sup> (sq. ft.) <sup>1</sup>	Average Seating <sup>2</sup>	Average Number of Pupils per Seating	Average Number of Pupils per Librarian <sup>3</sup>
British Columbia	171 (1838)	45	8	767
Alberta	231 (2483)	52	7	794
Saskatchewan	162 (1741)	42	6	764
Manitoba	217 (2333)	50	9	991
Ontario	215 (2311)	50	9	795
New Brunswick	167 (1795)	45	9	1188
Nova Scotia	141 (1516)	42	10	1053
Prince Edward Island	190 (2042)	46	9	1047
Newfoundland	120 (1290)	43	7	705
	197 (2118)	48	8	817

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<sup>1</sup> Typical classroom: 70m<sup>2</sup> (750 sq. ft.)

<sup>2</sup> Typical class size: 30

<sup>3</sup> Part-time staff were excluded from the survey.

Table V

BOOKS PER PUPIL IN  
CENTRALIZED LIBRARIES

1972-73	11 (4956 vol.)
1974-75	13 (5530 vol.)
1976-77	15 (5684 vol.)
1978-79	16 (6042 vol.) <sup>1</sup>

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<sup>1</sup> Elementary: 5194 vol.  
Secondary: 10071 vol.

Table VI

ENROLLMENTS IN SCHOOLS  
WITH LIBRARIES

1972-73	455
1974-75	423
1976-77	407
1978-79	383 <sup>1</sup>

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<sup>1</sup> Elementary: 300  
Secondary: 776



Table VII

## SCHOOL LIBRARY ASSOCIATIONS '77-'78

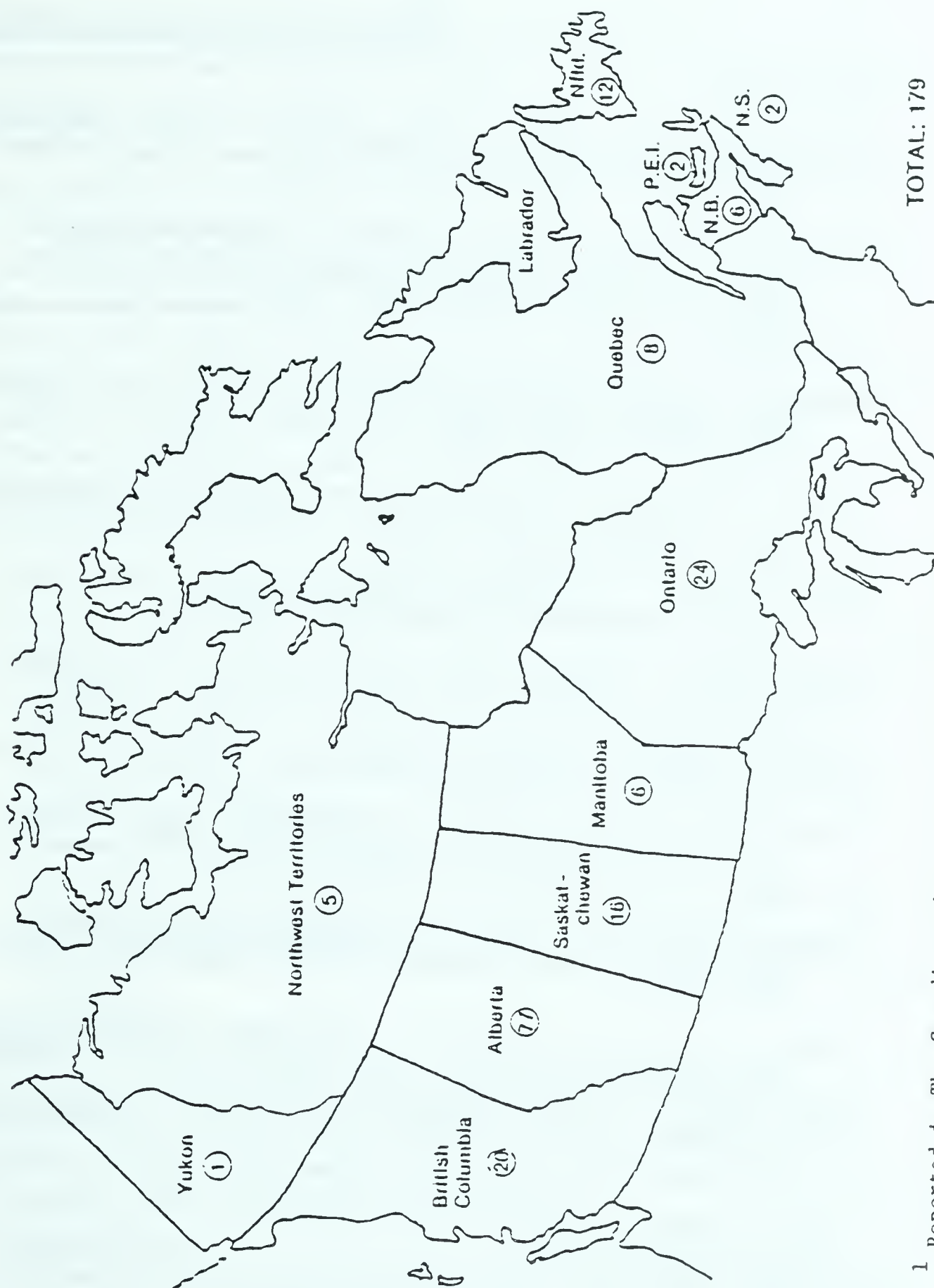
Province	Formed	Affiliation	Provincial Members	National Members (CSLA)
British Columbia	1958	Teachers' Federation	850	100
Alberta	1964	Teachers' Association	600	65
Saskatchewan	1959	Teachers' Federation	335	37
Manitoba	1964	Teachers' Society	335	38
Ontario	1934	Library Association	800	300
Quebec <sup>3</sup>	196_	Protestant Teachers' Association	70	60
New Brunswick	1972	Teachers' Association	80	15
Nova Scotia	1972	Teachers' Union	140	30
Prince Edward Island	1971	Teachers' Association	50	3
Newfoundland	1963	Teachers' Association	100	30
			<hr/> 3360	<hr/> 678
CSLA <sup>1</sup>	1961			700
SBS <sup>2</sup>	1952			100

<sup>1</sup> Canadian School Library Association, a division of the Canadian Library Association, the national English-speaking association.

<sup>2</sup> Section Bibliotheque Scolaire, a division of ASTED, the national French-speaking association

<sup>3</sup> Association for English-speaking school librarians in Quebec

# The number of school-housed public libraries in Canada<sup>1</sup>



<sup>1</sup> Reported in The Canadian school-house public library, ed. by L. J. Amy. Halifax, N.S.: School of Library Service, Dalhousie University, 1979.

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July 31, 1980



## COLOMBIAN PROGRAM OF SCHOOL LIBRARIES

Presented by Professor Hugo Acosta Cadena

### BACKGROUND

The Ministry of National Education is proposing a plan for qualitative improvement of education, proposed by means of Decree 088 in 1976.

This plan is focused basically on the solution of the principal programs that affect the Colombian educational system. Its purpose is to generate a qualitative change in the different levels and modalities of education. The emphasis of the program is to give priority and adequate attention to the 50% of the population who are less well off; that is, the Colombians of the rural zones and on the fringes of urban centers.

The accomplishment of three principal programs is the base of all the actions:

- The improvement of the curriculum, adjusting it to the necessities and characteristics of the different regions of the country, integrating forms of non-formal education with regular or formal education, thereby accomplishing a total and coherent education that will allow not only the improvement of the quality of the formal system but will incorporate the different forms of permanent education.
- The certification and perfection of teachers in service, and fundamentally in the management of curriculum that will use non-traditional formats which can optimize training.
- The production and distribution of materials and educational aids, fundamentally throughout the basic school libraries or centers of educational help, and which correspond to the present trends of the curriculum.

### STRUCTURE

In order to execute this program, the Ministry of National Education was restructured, creating on the national level the General Office of Certifying and Perfecting Teachers, Educational Curriculum and Media, and at a regional level, experimental pilot centers.

#### National Unit

The General Office of Certifying and Perfecting Teachers, Educational Curriculum and Media of the Ministry of National Education is the headquarters of the program and is charged with the conceptualization,

production, coordination, and control of the programs throughout the seven divisions.

1. Division of Design and Curriculum Programming of Formal Education
2. Division of Design and Curriculum Programming of Non-formal Education
3. Division of Printed and Audiovisual Materials
4. Division of Documentation and Educational Information
5. Division of Media of Education at a Distance
6. Division of Coordination of Experimental Pilot Centers
7. Division of Evaluation of School Efficiency

#### Regional Unit

The Experimental pilot centers are regional units that may be organized in each department, mayoralty, commissary, and special district of Bogota.

They have the following functions:

- To organize, coordinate, and supervise the certification and perfectioning of teaching personnel.
- To execute directly programs of certification.
- To carry out the experimentation of curriculum programs for formal and non-formal education.
- To foster the production of materials and educational aids, and to present to planning officials and private officials soliciting them technical help and necessary collaboration.
- To organize the services of educational documentation, school libraries, and the units of educational help of the planning officials of the departments, mayoralty, commissary, and special district of Bogota.

#### Local Unit

To be constituted by the educational nuclei pointed out by the program of educational mapping, this unit will be conducive for achieving nuclearization, which will consist of a configuration of a system whose fundamental purpose is the integral development of the population group located within a geographical area determined by community interrelations.

This strategy shares the burden with the organization of the nuclei of educational development. Each one of them will take care of approximately 15 school communities with a student populations varying between 500 and 2000. The nuclei will be grouped by districts, of which there will be

proportionately 20 to 25 nuclei per district.

The local units of experimental schools will also participate; these schools develop the experimental curriculum of the first through fifth grades of basic primary education.

### THE SCHOOL LIBRARY

Within the new curriculum conception, the school library constitutes a basic element for the creation of the habits of research and reading, and of the core of curriculum development. School libraries constitute the base of the pyramid of development in the library system of the country, without which any action to advance the levels will lose a great part of its efficiency. On the other hand, the school library is a fundamental part of the National System of Teacher Certification. In this sense, it flows totally into the Subsystem of Information and Educational Documentation, since in many cases the only fount of knowledge available to teachers is the school library.

### NATIONAL NETWORK OF SCHOOL LIBRARY

#### Objectives:

- To put in the reach of teachers, students and parents of families library materials and audiovisuals necessary for the process of teaching-learning, for the levels of basic primary education and non-formal education.
- To foster the creation of the habit of reading and research.
- To support the National System of Teacher Certification.
- To support the Subsystem of Information and Educational Documentation.

#### Organization:

In order to guarantee an effective decentralized administration of the program it will operate on three levels:

#### National Unit

The organization of the network will be in charge of the national unit representing the General Office of Certification and Perfecting of Teachers, Curriculum, and Educational Media of the Ministry of National Education throughout the Division of Documentation and Educational Information, with the following functions:

- Planning and adaption of bibliographic instruments for the



organization and management of school libraries.

- Certification of teacher librarians who will be in charge of the present service of school libraries.
- Acquisition, processing, and distribution of materials destined to school libraries.
- Design of a flexible model of school libraries which is adaptable to regional conditions.
- Advice and technical assistance to the documentation centers of the experimental pilot centers.

#### Regional Unit

It will be represented by the experimental pilot centers throughout the documentation centers that will fulfill the functions of coordinating at the regional level in each of the territorial entities (departments, mayoralties, commissaries, and special district of Bogota), which will mean:

- To serve to link the national unit and the local units or educational nuclei.
- To carry out adjustments and adaptations of the program according to regional needs, in collaboration with the teacher-librarians of the nuclei.
- To carry out follow-up and the evaluation.
- To make suggestions for possible adaptations of the program to the national level.

In each experimental pilot center will be a center of documentation for the use of technicians, teachers and personnel committed to educational action at the regional level.

#### Local Unit

The local unit is constituted by the educational nuclei. Each nucleus is composed of a central school (up to the fifth grade in primary schools), various stellistes (up to the fourth grade), and some very isolated ones such as unit schools.

They will have the following functions to render service:

- Circulation
- Reading
- Orientation to the user (students, teachers, community)
- Creation of reading habits

### LIBRARY INSTRUCTION

Each library will take care of teachers, students, and parents of families of the nucleus. Therefore, each will have materials adjusted to the regional needs:

- Texts
- Materials to support the different areas
- Children's literature
- Consultation and reference works
- Special materials (pictures, slides, etc.)
- Materials for non-formal education (parent projects)
- Materials about education for teacher use

The acquisition of these materials will take place by means of the following sources:

- Purchases from national and foreign printing houses (Spain and Latin America) carefully selected by a committee composed of technicians of the divisions of Design and Curriculum Programming on Non-formal Education and the Division of Documentation and Educational Information. The aim is to have materials which correspond to the needs, and are adjusted to the conditions of the community.
- Donations from national, official, and private entities: ICA, Caja Agraria, Colculture, Agustin Codazzi, Banco de la Republica, Cimpec, Banco Popular, Banco de Colombia.
- Cofinancing with private publishers or public and private entities printing especially for the program of school libraries.
- Donations of the respective territorial entity of the community itself.

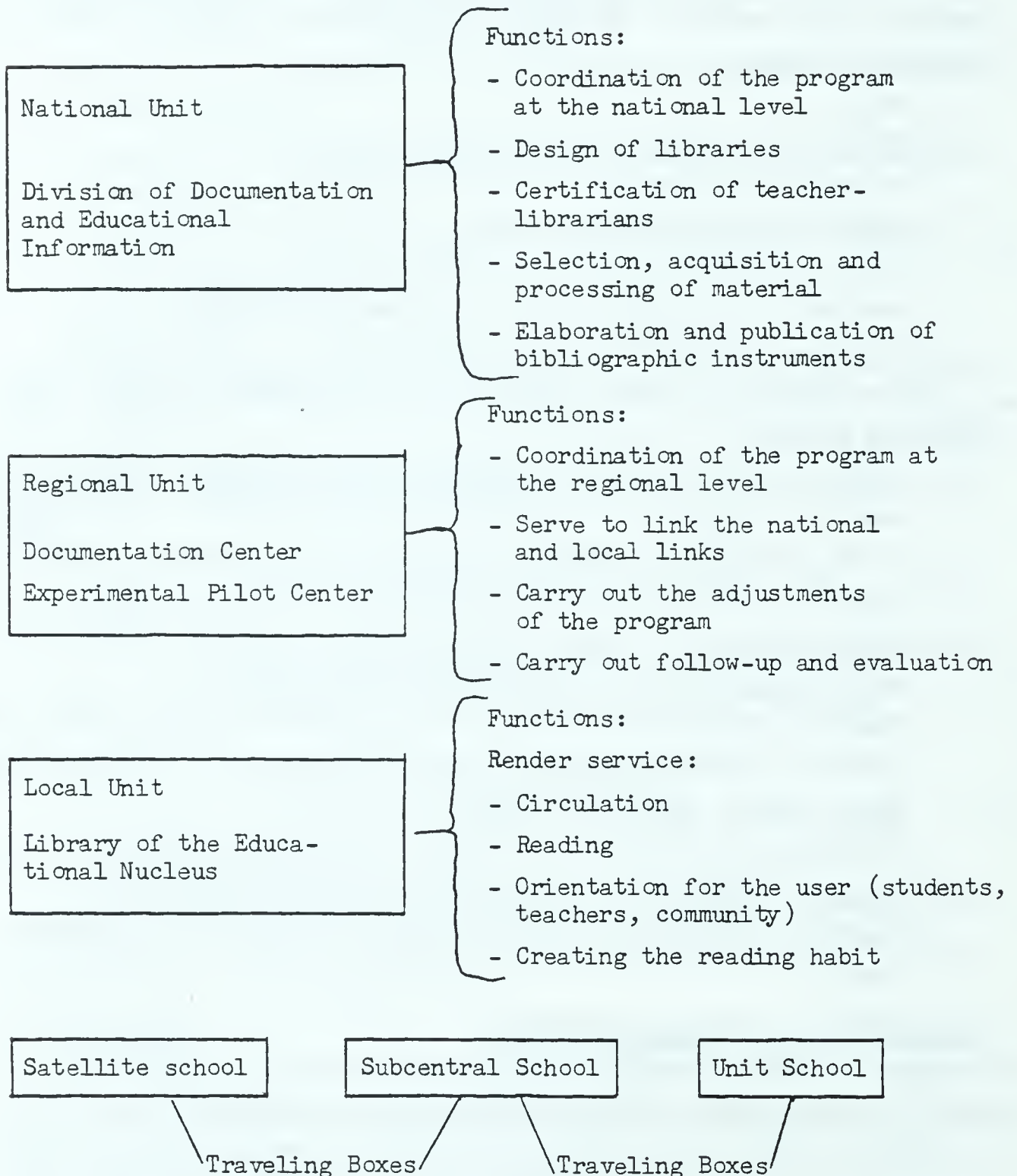
### CERTIFICATION OF TEACHER LIBRARIANS

This has been one of the most important tasks to achieve due to the lack of human resources qualified to manage the school library.

Before, courses were presented in different regions of the country; nevertheless, the magnitude of the task of certification signaled the necessity of employing a methodology which apply advances of educational technology and which will allow optimal results in terms of quantity and quality.

As has been said, the Ministry of National Education with the financing of CERLAB worked out an audiovisual course in order to certify

teachers who work in school libraries.





PRESENT CONDITIONS AND PERSPECTIVES OF THE COSTA RICAN SCHOOL LIBRARIES

by Dr. Elia Maria Van Patten de Ocampo

OUTLINES:

Costa Rica is a small country, situated in the Central American Isthmus, with an extension of 51.100 square kilometers and a population of 2,192.410 inhabitants. The highest percentage of its national budget, 26.73%, is dedicated to education.

There are presently 360 kindergartens; 3001 schools and 317 high schools, bearing in mind the different types: academics, technicals, agriculturals, industrials, handicrafts and artistics.

These figures represent an immense effort by the Costa Rican society which makes the following question worthwhile: What is the country looking for with such a substantial investment? What are the school libraries roles in obtaining the objectives of the Costa Rican educational attainments?

I believe, without fear of being mistaken, that to those of us to whom at present are given the job of directing the school libraries we are encouraged by the same spirit that is well expressed in the famous UNESCO<sup>1</sup> document, "To Learn is to Be".

Has not the moment arrived to demand something very different of the educational systems? To learn to live; to learn to learn, in a way that new knowledge can be acquired throughout an entire life; to learn to think in a free and critical form; to learn to love the world and make it more human; to learn to fulfill one self into and through creative work.

Despite the important function that is presently being carried out by the libraries in the apprenticeship process (these were out of the Costa Rican Educational Planning context) and even after the National Educational Development Plan<sup>2</sup> was prepared in the year 1971, when the library services

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<sup>1</sup> Edgar Faure and others: "To Learn to Be". (Aprender a Ser) Madrid: Alianza Editorial, 1973, page 132.

<sup>2</sup> Costa Rica: Ministry of Public Education, Planning of the Educational Development: Program. (San Jose, Grafica Litho Offset, 1971), page 166.

were considered; the projected integral Educational Plan, because of diverse reasons, among them the lack of economical content, was not carried out.

The libraries were unattractive places where the pupils went when a professor was absent or a pupil was placed under punishment; few times in a spontaneous and coordinated form with the professors. The librarian was limited to lending books and demanding silence in the reading room.

The printed material that existed was not technically organized due to the lack of able personnel and the shortage of basic technical instruments.

The premises destined to the libraries in the main were uncomfortable and badly situated.

The libraries were isolated, without any relationship to the study plans nor to proper coordination with the staff; and the librarians, who worked without communication between them, nor any alignment or general policies to guide them in the biblio-technology field.

Due to factors like those enunciated, the school libraries did not respond to the newer educational methods that were in demand and, naturally, had no positive influence in the development and improvement of the school community to which they served.

#### Changes Procedures:

Beginning in 1974 for the first time an Advisory Board of School Libraries was appointed at the Ministry of Public Education. Its organization was initiated to which many factors were joined to obtain positive results: the clear vision of the Ministry of Public Education authorities, who considered their functions vital to the school libraries during the learning process; the technical counsel and economical support founded by the O.A.S., and the firm decision of the school libraries to improve the quality of the services offered.

The initial procedures were:

- 1.- The libraries were combined so that they would no more exist as isolated entities, forming a net; initially with 16 nucleus, to thus obtain the optimum use of the available resources and to offer maximum contribution to the cultural, social, economical and educational developments of the country.

2.- The basic technical materials were standardized through the appointment of several librarians commissions who during a vacation period worked on these functions:

- a) School libraries regulations
- b) Library carnets (I.D. cards)
- c) Statistics formulas
- d) Borrower's card
- e) Basic material for Reference Service
- f) Formulas for the Accession Catalog

A librarian was appointed as coordinator for each nucleus and permission was obtained for each group to have a monthly meeting.

At all moments it was emphasized that the library System cannot be considered as a group of members who act and react in a similar form to a mechanical system, therefore, stress is placed on success residing upon good inter-personal relationships and on the firm intentions of not only improving the services of each library but of all those that constitute the System; joining forces and coordinating actions.

To keep the various Ministry of Education officials informed, meetings, seminars and workshops, etc. were made and through consultantship visits and continued circulars and various documents, directions were offered to the librarians to standardize and technically put the school libraries to work.

During the changing process it is necessary to underline the determined technical and economical aid received from the Organization of American States. Since the year 1975 during which the restructuring and strengthening of the Costa Rican school libraries were planned and these functions conceived as a "System", the OAS, has contributed to the accomplishment of a high percentage of the projects.

From the moment we set off from a deficient organization to, today, where with great pleasure we can state a base for future accomplishments at a national level and for effective aids that are being offered in the bibliotechnological field to other countries. Doctor Martha Tome has been our guide and this opportunity is taken to express, on behalf of the Costa Rican school libraries, our eternal gratitude to such a distinguished OAS member.



Present Condition:

The School Libraries Unit that constitutes the Center of the System, which has as its specific functions the execution of all technical-pedagogical activities, whose objectives are to raise qualitative or quantitatively the libraries services to all cycles, levels and modalities of teaching, are at the Ministry of Public Education Headquarters offices.

The Unit is constituted by a Head who is in charge of the following sections:

- a. - Catalographic Center (or Classification Center)
- b. - Tobias Retana Library
- c. - Audiovisual Section
- d. - CEMIC
- e. - Consultantship and Supervision

Catalographic Center

The Catalographic Center functioning since 1976 technically processes in a centralized form the printed material from the school libraries. Presently, work is being done on the retrospective stage; processing the books that constitute the existing collections.

The libraries send the basic data on each book and tickets (cards) that are distributed to them; once the author's classifications are completed, title, material and topography are alphabetized and are duly delivered to each educational institution.

It is projected to initiate centralized acquisition, once the present stage is ended, and thus be able to send the books with its respective set of index cards to each school or high school.

With the Catalographic Center, various benefits have been obtained for the libraries, such as, the standardization of the classification and cataloging; this fact allows the librarian more time to coordinate with the staff, to attend to the pupils and to give the users the bibliographical background on each library.

Tobias Retana Library

Operates at the Ministry of Public Education Headquarters and is characterized by possessing a collection specialized in education. It is at the service of educators and students in this area.

Among its objectives the country's teaching staff is to assist and to serve as a model library accomplishing all types of activities

through the OAS collaboration, this collection has been enlarged.

### Audiovisual Section

Audiovisual materials and equipment that are at the services of the universities and other autonomous and state organizations, staff and pupils, are selected, acquired and organized at the Audio Visual Sections.

The OAS, has contributed technical equipment and improved services for the users.

### CEMIC

The Center for Educational Means of Cartago, is conceived as a Model Center of Resources which constitutes one of the main activities of the School Libraries Multinational Project, the OAS Center of Resources and the Ministry of Public Education.

At this Center, educational materials are produced and audiovisual equipment is located such as: projectors, video-cassettes, posters and films, books, magazines, brochures, texts and, in general, bibliographic material constitute a rich pedagogical collecting, instructive and of great impact within the education community making possible the application of new techniques and methods of learning.

One of the CEMIC objectives is to integrate the curriculum of the Resources Center and a high percentage of this goal is being attained.

In addition, technical consultantships are offered to professors, librarians and pupils, at the institution where it is located, the Liceo Vicente Lachner, as well as other institutions in the country and the librarians from other countries who receive courses and assistantships in Costa Rica.

Consultantship covers the following fields:

- a - Integration of libraries and Resources Centers to the curriculum
- b - Production of posters, retrotransparencies, audiovisual setup
- c - Preparation of rotafolios
- d - Recording of sound tapes
- e - Scriptwriting
- f - Preparation of auto-instruction modulus
- g - Guides and printing on audiovisual techniques
- h - Uses and handling of audiovisual equipment
- i - Guide and consultantship on the planning and development of

cinemaforum, bookforum, recordforum

- j - Consultantship on educative photograph. Making up of posters
- k - Planning and making up interest centers
- l - Editing, printing and distribution of bibliographies of support on the curriculum development
- m - Research and review of didactic techniques with the aim of offering these to the staff to improve teaching aspects
- n - Coordination of assignments that these may result more technical and functional

Audiovisual production has been increased year after year, the same as printed documents that are used for consultantship and coordination. CEMIC, additionally, organizes and presents a large variety of cultural activities that are duly found on the calendar and programmed, in the educational institution work-plan and are projected to the community.

#### Consultantship and Supervision

There are two consultants that are in charge of the country's school libraries: The Third Cycle and Diversified Education (high school) consultant attends 187 libraries; and in the First and Second Cycles (primary schools) a consultant advises 59 librarian teachers and offers guidance to the school library organization without librarians and the many schools requesting advisorship.

The school libraries are integrated in 24 nucleus and include those that work in primary as well as secondary school. This is an integration experience at both levels, is new and has given excellent results by giving the secondary school librarians a technical preparation and the primary school a larger staff capacity.

These meetings held monthly, are already completely organized and have the necessary documentation that allows coordination and collaboration between the more active librarians for the services that are offered, as well as for the education of the staff; and, basically, to retrofeed the System with recommendations, and suggestions.

#### Consultantship of Third Cycle and Diversified Education School Libraries

The main function of this consultantship is in offering the school libraries the technical consultantship required that they may be capable of placing at the professor's and pupils' disposition the most useful and applicable material; of coordinating the services with the staff, offering



the user the proper orientation in their investigation work and innovating the library service in accordance with the economical and technical possibilities and bibliotecological advances.

Training courses have been organized for the personnel in services that still had no specific studies and experts from the O.A.S. have offered further training studies to all the school librarians of the country.

Through meetings, consultancy personnel and multiples of technical documentations, general policies to follow are reported and basic required directions are offered for the organization and services contribution.

#### Consultantship of First and Second cycle (primary) School Libraries

The consultancy of I and II Cycles, established in 1975, the work being initiated with a diagnostic to find out which schools had the minimum requirements to establish pilot libraries.

In 1976, the first teachers were appointed, who would work as librarians. They were appointed through readjustments and were trained through courses offered by the Universidad Nacional (National University) Consultancy. A basic collection of books were given to 1 340 rural schools, through a program sponsored by the First Lady of the Republic, Mrs. Marjorie Oduber.

The work done by these Civil Servants in charge of these cycle libraries has been intensive in order that their function be understood in the educational institutions; such as coordinating the library activities with the rest of the staff, what help to offer to teachers and pupils and in which aspects they could ask for the staff and pupils library collaboration. Consultancy has been also offered to the principals and supervisors of these schools so that they would better understand the library and the librarian's importance. When personnel is appointed to attend the library, another type of consultancy is made consisting of meetings with the principal and all the institution staff to coordinate activities, to obtain the maximum collaboration and to elaborate plans that they will jointly do.

The parents and family in general are continuing to be able, with great satisfaction, to count on real library models, considering not only the personnel in charge; attitude but, also the activities that they accomplish, the in ocupation in making the library a place of surprises where a child is happy and is fully fulfilled and learns to learn. Various technical documents have been edited serving as a basis to each

type of consultantship.

Perspectives:

- 1.- To strengthen and to bring to perfection the organization and operation of the School Libraries of Costa Rica System, to facilitate the formation of the "National Librarian System" and in the future to integrate the libraries of the country in one "World Net of Libraries".
- 2.- To produce, publish and distribute technical materials to keep the school libraries actualized.
- 3.- Coordinate activities, share experiences and interchange technical materials with school librarians of other countries.
- 4.- Achieve the operation of school libraries that contribute in obtaining the excellency in education and complete fulfillment of the users' faculties.
- 5.- Project the activities and services of the school libraries and the communities to obtain their development and improvement.

PRESENT SITUATION AND PERSPECTIVES IN SCHOOL LIBRARIES IN JAMAICA

By Amy Robertson

Jamaica is the largest of the English speaking Caribbean islands. Its population is just over 2.1 million.

According to the Education Act of 1965, the government is responsible for promoting public education. This responsibility is carried out by the Ministry of Education "the political and executive organization established by law for the purpose of administering the national education system." The Ministry sees itself as concerned with every aspect of the education system to

ensure that it plays a major role in equipping individuals with knowledge, skills, attitudes, creativity and a cultural milieu which assists in the rounded development of its citizens.<sup>1</sup>

Education development is therefore marked by innovation and continuous expansion both qualitative and quantitative. For example in 1977-78, emphasis was on the implementation of the shift system and a maximization programme in secondary high schools, the aim being to provide a greater number of secondary school places.

In democratizing education to enable every Jamaican access to some educational opportunity, new structures, objectives and goals are being established. The school library/media centre is an important element interfacing between the teaching/learning process and the goals and objectives of each institution.

Listed below are the categories of institutions (see Appendix 1) into which the libraries fall, and a brief indication of the programme of instruction in each. The libraries are classified according to these categories.

Government Owned or Grant-Aided

i) Early Education Unit

Basic and infant schools, infant departments of primary and all-age schools.

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<sup>1</sup> Ministry of Education Report, 1977-1978.



ii) Primary and All-Age Schools

Primary schools comprise grades one through six, age range six to eleven plus years. All-Age schools comprise grades one through nine, age range six through fourteen plus years. Primary education is offered primarily by government owned and grant aided schools. All-Age schools continue to function particularly in the rural areas where secondary schools have not yet been established. Education beyond age fifteen is continued through a variety of programmes such as:

the award of secondary school places to selected ninth graders;

recruitment of grades 7 and 8 students into the Jose Marti Cuban model work study school;

the availability of correspondence courses used by some students for preparation of the Jamaica School Certificate examinations (70,000 subject entries in 1977).

iii) Secondary Education Unit

Institutions falling in this category are:

- a) Secondary High Schools
- b) Secondary Schools
- c) Technical High Schools
- d) Comprehensive High Schools

a) Secondary High Schools

These are the traditional grammar of high school offering a basic five-year instruction course leading to the G.C.E. 'O' Level. A further two-year programme in some schools lead to the 'A' Level programme. Candidates are also prepared for the CXC examination first held in 1979. The special feature of these examinations is that they are not designed on a pass or fail concept. Instead, weaknesses and special abilities of school leavers, particularly in the technical and vocational subjects can be discerned and used in the overall development of the students.

b) Secondary Schools - known also as "New Secondary and "Junior Secondary."

These schools offer a five-year course of instruction with

the last two years emphasizing the development of individual skills in the practical areas. Their enrolment comes from designated feeder schools. The Grade 10 and 11 programme designed to create persons with saleable skills and attitudes to foster self employment is evaluated by the national examination, the Secondary School Certificate (S.S.C.).

c) Technical High Schools

These schools offer a four-year course leading to the Associated Examination Board (A.E.B.) which is an externally based examination as the G.C.E. Courses cover technical and vocational training, applied science, skills in various sectors - agriculture, commerce, industry, commerce, industry, etc.

d) Comprehensive High Schools

These provide training in academic as well as technical and vocational subjects. Most of their enrolment comes from designated feeder schools. Some have been upgraded from a secondary status.

iv) Independent Schools

In 1977/78 there were 305 independent schools registered by government. They offer no less than nine types of educational training including kindergarten and special education. These schools are maintained mainly by student fees. Government does not assist the library programme.

Government Responsibility

The Ministry of Education is responsible for libraries in government owned and grant-aided schools. Basic schools are the only category not yet served. However, government has expressed its intention to provide for them in the Five-Year Plan.<sup>2</sup> The Jamaica Library Association has meanwhile organized the library for one basic school described in Appendix A.

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<sup>2</sup>Ministry of Education. Five-Year Education Plan, 1978-1983.

### Libraries in Secondary High and Technical Schools

These libraries are organized and managed autonomously. The Ministry used to make a special grant of three dollars (\$3) per pupil but there is now no formal library budget. Funds for library purchases may however be taken from the textbook and publications grant. Naturally, these libraries differ greatly in services and amenities.

The development of all types of libraries has been greatly enhanced by the free Consultancy Service offered by the Jamaica Library Service from its inception.

Robinson (1975)<sup>3</sup> identified some 50 grant-aided schools with over 50 percent providing independent library rooms and eleven supervised by qualified or trained library personnel.

Robinson also suggests that the three dollar student grant is not adequate to upgrade and maintain these libraries, and the lack of regular and adequate supply of books remains the greatest obstacle to their progress. In supporting this view, Mungo (1980)<sup>4</sup> suggests certain existing anomalies "which make the existence or quality of libraries in these schools very problematic." The fact that the post of 'School Librarian' does not officially exist and the principal may or may not have anyone who can organize a meaningful library programme; the ridiculously low funds spent on collection building; and inadequate or unsuitable housing. She suggests that where provision is good, and staffing is by professionals, it is due more to "the foresight of certain school boards and principals than to any official provision in the system." This view is borne out by the establishment of the Shortwood Practising school library described by its Principal, Mrs. Elecia Jones. (Appendix B)

The Jamaica Library Association Section on school libraries is now conducting wholesale research into all aspects of school library staff and management and should be publishing results by the end of the year.

### Libraries in Secondary Schools

These are organized by the Schools Library Service, a centralized ser-

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<sup>3</sup>Robinson (1975).

<sup>4</sup>Mungo (1980).



### Libraries in Comprehensive, All-Age, Primary and Infant Schools

These libraries represent the most extensive network served by the Schools Library Service. There are 821 schools in the programme. Libraries in comprehensive schools are being organized on the same basis as those in secondary schools.

### ORGANIZATIONAL PATTERN

The Schools Library Service has responsibility for selection, ordering, processing and allocation of books and periodicals for distribution to the regional headquarters and secondary schools;

- supervision of service to schools and establishment of closer liaison with teacher/librarians;
- arrangement of training courses and seminars for principals and teacher/librarians in secondary schools.

It operates from the Headquarters which shares accommodation with the Jamaica Library Service in Kingston, the capital city. Work is decentralized through five regional headquarters. The libraries in these schools maintain a circulating collection changed or replenished at set intervals, usually once per term.

Five book mobiles based at each regional headquarters usually situated in the most important town in the region visit two schools per day. From the 2,000 stock carried by the bookmobile, the teacher/librarian, other teachers and senior pupils select the new stock, returning those they no longer want, and books in need of binding and repairs. The bookmobile librarian gives guidance in the choice of books and proper techniques for administering the school library. Allocation to schools ranges from 150 to 1,000 books or more depending on accommodation and enrolment. Staff at each region consists of two Bookmobile Librarians, a Driver/Book Attendant and one Book Attendant. The bookmobile service is closely supervised by senior staffers of the Jamaica Library Service which provides accommodation for the Regional Headquarters.\*

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\*For further information see Robinson "Jamaica (Libraries in)." (1975).

### Library Programmes

Jamaican school libraries are generally print oriented. The concept of curricula based resources is not yet developed, hence the programmes are traditional, supporting the curriculum in an organized if not in-depth fashion, and satisfying the recreational needs of students.

Time-tabling is a general feature of the programme, especially in the lower grades.

Library skills are taught, and some schools, e.g. Pembroke Hall Secondary, run tests to ascertain student's proficiency. There is usually close collaboration with other library systems.

### Staffing

Requirements for staffing school libraries have not been laid down, practice therefore is not consistent. However, an increasing number of schools employ dually trained teacher/librarians. Training facilities are good and if the programme in teachers' colleges is intensified, and placement of graduates from the programme well organized, reasonable service should be maintained.

The increasing cost of books and the general economic situation have made it difficult for libraries to grow in these latter years, but Parent Teacher and Alumni Associations have been very influential in securing funds for library development.

The Jamaica Library Service maintains a fine network of branch libraries, but as yet there are no school/community libraries.

### Accommodation

In the absence of specific government regulations for accommodation, considerable differences exist in library provision from one school to another. Most impressive is the recently constructed Excelsior Education Center incorporating pre-primary/primary, secondary (two shifts), community college (day) and community college (evening). The focus is on lifelong education, curriculum development, community outreach, work-study projects and "innovations in education." Floor space is approximately 10,420 sq. ft. Cost is three quarter million dollars and the following areas are included:

Reading area	Dark room	Office and workrooms
Reference area	Archives	Staff room
Audio-visual room	Conference rooms	Store room

Six objectives of the learning centre have been identified. They are:

- 1) Enhancing the ease which individual students at EXED acquire knowledge
- 2) Enabling teachers to acquire more easily the new knowledge needed thus increasing the effectiveness of the learning experience to which students will be exposed
- 3) Providing skills development related to educational technology
- 4) Acting as a technological source of aids for use in classrooms
- 5) Encouraging teachers to use the center as a teaching area, especially where media is used, or where equipment is particularly suitable
- 6) Developing instructional materials

Much emphasis has been placed on the use of educational technology. It is expected that this new facility will give impetus to improved provision in all types of educational institutions.

Libraries in secondary schools are the best housed. The programme which started in 1968, has the advantage of modern buildings, specially designed libraries, proper furnishings, providing seating facilities for scheduled classes supervised by a teacher/librarian.

Libraries range in size from 286 to 1147 sq. ft. according to enrollment. Two schools donated by the Cuban Government have additional equipment such as catalogue cabinets.

The position in secondary high, technical and vocational schools is not so favourable. Some of these schools have celebrated centenaries and while buildings may be picturesque, the library may not be housed in a functional building. However, libraries are frequently resited during building and extension programmes.

One of the oldest boys' schools in Kingston, Jamaica College, which has enjoyed a good programme, has a new library building capable of seating 150. It is divided into three distinct areas - Teaching, Reference, Reading and Study, and can be used for large group instruction. The audio-visual collection is gradually being built up and the library is well integrated into the life and work of the school. The Parent Teachers Association is extremely supportive of the library.

Another library moving into new buildings is that of the Immaculate Conception High School, funding for which was provided by the Alumnae Association.



This school has a good library tradition. Seating is available for 120 persons.

Libraries in the primary and all-age sector are generally under-developed because of poor accommodation. Many of the school plants are old, overcrowded and insecure. However, where rooms have been provided in newer secure buildings, good programmes and services have developed, e.g. Shortwood Practising School library in Kingston (see Appendix 2). Government has expressed its intention to

continue to provide adequate space for libraries in all new educational institutions and extensions and/or modifications to existing educational institutions.<sup>5</sup>

also that where facilities exist, permanent collections will be established in primary schools.<sup>6</sup>

As far back as 1977, the Schools Library Service had recommended permanent collections in all schools "in view of the fact that the bookstock is now in a very stable position."<sup>7</sup> These recommendations together with government's promise of "having teacher/librarians not included in the staff/pupil ratio of schools augur well for the future of primary school libraries."<sup>8</sup> Where no room has been provided, the books are housed in locked cupboards or in the principal's office and often used by classes in classrooms. Interested teachers find innovative ways of bringing the library to the class.

#### Promotion of School Libraries

School libraries in Jamaica are placed in the social and economic network of the national information system. The National Council on Libraries, Archives and Documentation Services (NACOLADS)<sup>9</sup> recommends among other things:

- a) expansion of the present Jamaica Library Service Schools' Service to serve all government supported

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<sup>5</sup>Five-Year Education Plan (Draft 2), 1977. p. 136.

<sup>6</sup>Ibid., p. 135.

<sup>7</sup>JLS - Schools Library Service Report (1979/80).

<sup>8</sup>op. cit. p. 136.

<sup>9</sup>NACOLADS Plan (1978). p. 48.

- schools in one unified system;
- b) full training for professional librarians at the University of the West Indies;
- c) short courses in librarianship for teacher/librarians until enough qualified librarians are available;
- d) implementation of the Jamaica Library Association Standards;
- e) compatible salary scales and working conditions for school librarians.

The body most prominent in school library promotion has been the Jamaica Library Association (JLA) which established a Schools Section in 1973. Since its inception, the Section has like its parent organization, conducted meetings islandwide. It has been uniting persons engaged in school library work.

The Association has been active in publications and training. In 1971, the first ever Standards for School Libraries was published to coincide with the inauguration of IASL at the WCOTP Assembly of that year in Kingston, Jamaica.<sup>10</sup> Government has accepted these Standards in principle, and schools are continuing to upgrade their libraries. In 1977, the Association published a Teacher/Librarians Manual<sup>11</sup> which has been of great value to the profession. The Association has been very active in establishing training facilities for school library personnel.

### Training

Training programmes are mounted by the University of the West Indies Department of Library Studies, Teachers' Colleges and Community Colleges.

The Schools Library Service holds one-day seminars and conducts in-service training for teacher/librarians.

The Department of Library Studies established with UNESCO assistance in 1971 has been training librarians at both undergraduate and graduate level.

There is no specialist certificate in school librarianship, but students at either level who wish to become school librarians can do courses in library services and literature for children and adolescents.

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<sup>10</sup>JLA Standards (1971). p. 48.

<sup>11</sup>JLA. Suggestions for Teacher Librarians (1977).

Between 1972 and 1973, the Department offered a ten-week course lasting over two summers with an intervening fieldwork period, to persons from the Caribbean area wishing to upgrade their skills as school librarians.

Earlier in 1970, the Ministry of Education approved a training programme for teacher/librarians in a selected number of teachers' colleges. There are now over 150 graduates from the programme, placed mostly in secondary schools.

Training for library technical assistants has been carried out by two community colleges, Exed and Knox. A core of trained paraprofessionals should add much to the library staffing needs of institutions. The situation is indeed favourable as noted by Mungo (1980)

Jamaica is happily placed as regards established infrastructures - for training librarians, and for organizing centralized schools services - which could make it the English-speaking Caribbean country with the highest standards of school librarianship.<sup>12</sup>

### Conclusion

One of the most important and far-reaching proposals yet to be implemented is the incorporation of libraries in all secondary institutions into one centralized scheme. The intention is to meet the needs of all students not only those in secondary schools but those pursuing secondary education by means of distance education.

Raising of the ratio of books to readers two to one for all types of school libraries is another projection (some secondary school libraries already enjoy this ratio).

A perusal of the present Five-Year Plan (1979-1983) reveals government's understanding and commitment to the development of school libraries both qualitatively and quantitatively: "to make them effective instruments in the educational process and gradually develop them into learning resource centers."<sup>13</sup>

The Schools Library Service has been outstanding in its work to establish a good infrastructure. It is now left to the Educational Administrators, Principals, Classroom Teachers and students to fully utilize school/media services in the teaching/learning environment.

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<sup>12</sup>Mungo (1980) p.

<sup>13</sup> Five-Year Plan (1977).

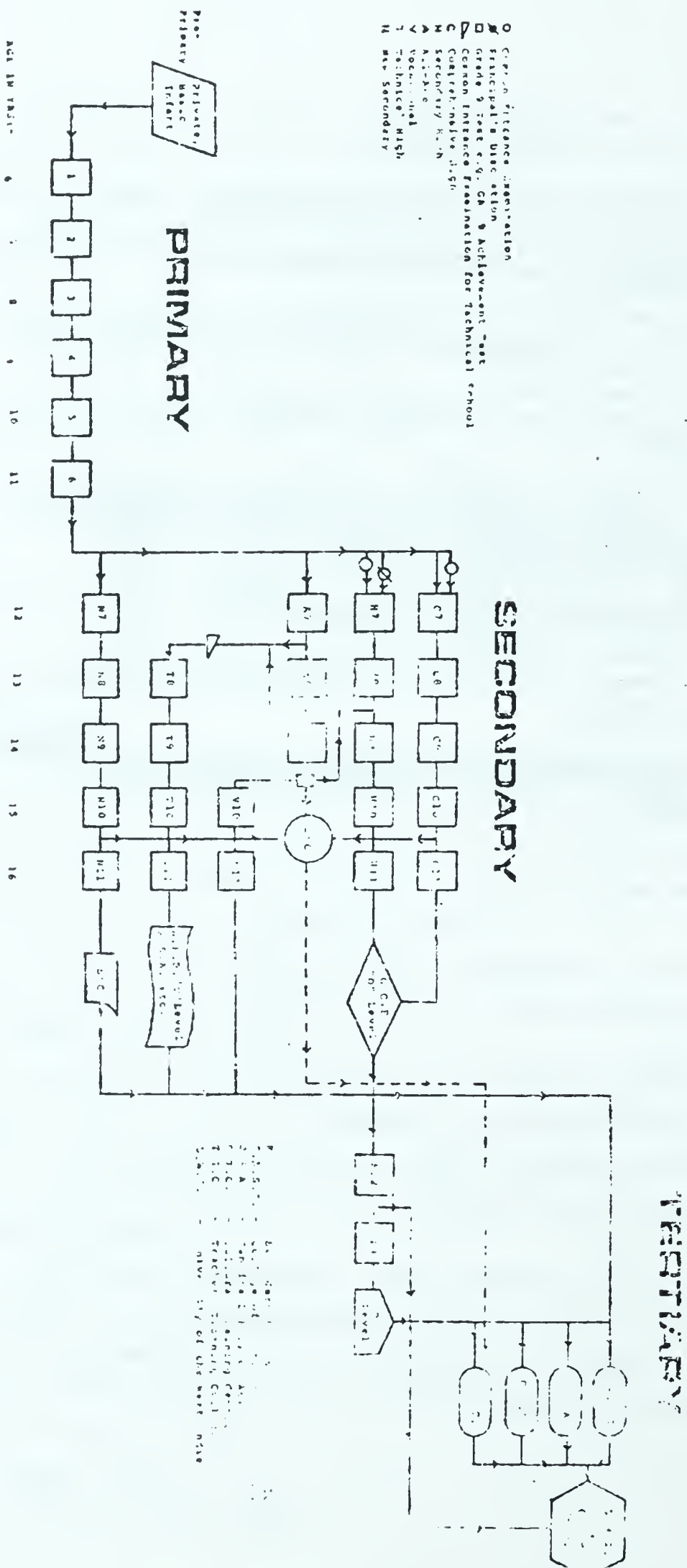


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# FLOW DIAGRAM OF THE EDUCATION SYSTEM (1977)

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APPENDIX ACase Study of Greendale Basic School LibraryGreendale Basic School Library

A basic school is defined as a school

- i) established by persons within a community to provide training for children in the age range of 4 years to 8 years;
- ii) situated outside a radius of two miles "from the nearest primary school."

Only certain basic schools are recognized by government, which provides some funds for their expenses. Pupils pay very small fees. Teachers are usually of "marginal academic level." The aims of the basic school programme are to get the child to express himself and be ready for the formal lessons in "big school."

There is no formal provision for the libraries in these schools, the majority of children attending basic schools come from homes in the lower socio-economic strata, hence the urgent need to extend their learning environment.

In 1976, the Jamaican Library Association began to develop this library as a special project. A Committee comprising persons involved in work with children including Teacher Trainers in Basic Schools was formed. Funds were raised from various sales including material donated by publishers representatives at the Library Association Book week in 1977.

By 1978, a total of four hundred and ninety seven dollars (\$497) was collected and used to purchase the initial collection of 250 books. The books were processed by the Associations members and a special bookcase designed. The Library was opened in 1979, special recognition being given, then to the International Year of the Child. Unfortunately, it is not yet possible for home-lending to be instituted.

The Association is continuing this as an on going project, although this school is limited by its accommodation in a Church Building. It is felt that other basic schools in the area. There are presently two hundred children and six members of staff, great enthusiasm has been shown not only by

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<sup>1</sup>Project for Early Childhood Education (Basic School)UWI Institute of Education and Bernard van Leer Foundation. Kingston. 9p. Undated /Brochure/



staff and students, but by the parents, who are actively involved in the development of the library. Approximately six hundred basic schools are in the Parish of St. Catherine in which Greendale is situated.

APPENDIX BCase History of Shortwood Practising School Library

Note Practising Schools are attached to  
Teachers' Colleges

The Shortwood Practising School Library

Towards the end of the 60s and into the early 70s the Ministry of Education was involved in a programme to increase the temporary building erected to accommodate the large numbers of children admitted to schools. When the second building was completed there were nine additional classrooms. These were to be stacked with benches and desks just to take more children. One of the weak areas in the schools programme was reading and it was my conviction that if reading should improve then the climate should be provided for this growth. Why not develop a library resource center a classroom with difference?

An appeal to the Ministry of Education and discussions with personnel at the Jamaica Library Service brought some interesting results. Co-operation was at its highest. The Library provided the specification for shelving and the furniture and the Ministry agreed to furnish what should have been a double classroom in a special way - Tables and chairs in a range sizes shapes. Coloured upholstering for the Infant chairs.

The loss of library books on loan from Schools Library Service had been a severe problem. Poor storage - poor administration of the Collection were problems experienced for years. Reading was confined to a reading corner where teachers kept a few books in boxes in the classroom.

Staffing

The Ministry would not provide a librarian so the school administration had to find ways and means. Careful scheduling of a teacher's work and the use of library assistance provided from among the older students made the full scheduling of the library possible. Class teachers also brought their classes to the library for library periods. Staff was augmented by Youth Corps Volunteers.

Provision of books and materials

The staff worked towards a Book Fair organized with book stores and dealers in Educational Technology.

Parents and friends of the school attended the fair and bought books which they donated to the library. Children put on special programmes during a full week of activities. Community people donated books they had at home. Citizens groups organized a collection drive. Book stores donated books. The Schools Library Service utilized the additional space to increase the collection substantially. Teachers decorated the walls. Neighbouring high schools and the college made donations. Gifts came from Canada, S.R.A. reading materials were donated.

#### Observations

The children poured into the library all through the day - lunch time, after school - their curiosity was aroused. Some just looked at pictures - they chased from table to table sharing books with one another.

The teacher librarian organized classes to train pupils in the proper use of the Library. There was story time for the young ones. Children's creative criting, art work, and collections were displayed.

The children have developed good attitudes, they have learnt study and research skills. The reference section is used by the students - they know where to go to find information. Their performance at academic work has shown improvement. Performance in examinations has been rewarding. Newspaper cuttings have been invaluable as a resource.

#### Teachers Reading

Teachers read while their classes are reading, make use of resource materials --- maps etc. Provide collections of children's comic for reading enjoyment.

#### Implications

If problems in reading are to be reduced, the schools should provide the sort of stimulation in which reading skills can develop.

The Principal/Administrator must have vision and be prepared to give leadership in the development of supportive programmes for primary education.

The school must provide for any deficiencies in the home and provision be made for reading in and out of class.



CONCLUSIONS OF THE PANEL ON "THE PRESENT SITUATION AND PERSPECTIVES OF  
THE SCHOOL LIBRARY IN LATIN AMERICA AND THE CARIBBEAN"

Coordinator: Dr. Rosario Gassol de Horowitz

In the morning session of Tuesday, the 15th of July, the panel talked about "The Present Situation and Perspectives of the School Library in Latin America and the Caribbean" with the participation of representatives of Peru, Nicaragua, Canada, Colombia, Costa Rica, and Jamaica, under the guidance of Dr. Rosario Gassol de Horowitz, Chairperson of the Section of Regional Activities of IFLA for Latin America and the Caribbean.

Members of the panel summarized and commented on their reports in the following order: Professor César A. Castro Aliaga presented "The System of School Libraries in Peru"; Lic. Orfa Báez Reinoso talked about "The Project of School Libraries in Nicaragua"; and Dr. John G. Wright of Canada gave his general vision of school libraries in his country. After a brief recess, the second part of the morning session began with the presentation of Professor Hugo Acosta Cadena on "The Colombian Program of School Libraries," followed by the presentation of Dr. Elia María Van Patten de Ocampo about "The Present Conditions and Perspectives of School Libraries in Costa Rica." Closing this cycle of presentations was Ms. Amy Robertson, of Jamaica, with a brief talk on "The Present Situation and Perspectives of School Libraries in Jamaica."

CONCLUSIONS

The development of school libraries in Latin America and the Caribbean presented many points in common. There was a trend of developing pilot projects, of centralizing technical processes, of supervising and certifying and organizing of networks with geographic criteria and establishing headquarters of nuclei of systems. A prevalence of non-professional personnel and an emphasis on the certification of teacher librarians were observed. Also evident was the predominance of budget problems and the lack of legislative bases.

Regardless of the efforts to develop school libraries and resource centers, notable differences were presented. Emphasis on certification in Peru; major assistance by intergovernmental organizations in Costa Rica; popular ties of the school library and the literacy campaign in Nicaragua; emphasis on a systematic certification and focus on the integration of the

public library and the school library in Colombia; and the initiation of librarian services taken from the point of departure of school libraries, in Jamaica.

INTRODUCTION TO THE REPORT ON THE BACKGROUND OF SCHOOL LIBRARIAN SERVICES  
IN VENEZUELA

Dr. Nelson Rodriguez Trujillo

Today we will be listening to three reports of activity taking place in Venezuela in the field of school librarian services. Dealing with the experience of the Nucleus of Librarian Services of Ciudad Guayana will be the presentation by Lic. Lilian Hung de Leon; the experience developed in the state schools of the State of Zulia will be presented by Nelly Primera, and the experience that is taking place in the Ministry of Education in Caraca, will be presented by Lic. Doris Marcano de Diaz. These experiences shared common backgrounds in activities, educational philosophy, jurisdiction, and inclusiveness of personnel. But they have been developed, nevertheless, in relatively independent forms. In order to facilitate the presentations and to avoid repetitions, let me bring to your attention in this introduction the common aspects on which these experiences were founded.

One may point out, without fear of equivocation, that the focus of school librarian services conceived within a system is relatively new in Venezuela. Until recently the library was considered an isolated element within the school, without any relationship with other library services in adjacent schools. Moreover, it was conceived as a depository of books, whose fundamental responsibility was conservation; there was also lending service to the classroom and to the home, but the interrelation between the library and the classroom was relatively tenuous and unsystematic. The creation of these libraries was, save in a few exceptions, the product of the initiation of a director or of a group of vanguard teachers. The exceptions to this rule include the Venezuelan Experimental School, the Miguel Antonio Caro School, the Educational Group of the Republic of Bolivia, and the Francisco Pimental Educational Group.

From 1960, with the creation of the Banco del Libro, this situation began to change substantially and rapidly. The activity of the Bank was directed to the provision of textbooks to primary school children by means of exchange activities. Great campaigns to gather books were carried out with carefully organization and orders, which placed at the disposition of the children books through means of exchange. That is to say, children could receive the textbook for the year to study in exchange of a book that



they could afford. The collaborators of the Banco del Libro (Book Bank) soon understood that this action was not sufficient to overcome the deficiency of reading materials. From an analysis of the real situation, they determined:

- a - The absence of a collective recognition of the value of reading as a means of training and the book as an indispensable educational instrument.
- b - The lack of reading materials fit the interests and needs of the population.
- c - The scarce provision and circulation of reading material in primary and secondary schools, and also the very low quality and very high cost of the few textbooks on the market.
- d - The lack of formal training of the teacher in the selection and use of reading material within the classroom itself.
- e - The lack of library tradition, manifested in the lack of school and public libraries, which was perpetrating lack of reading habits among teachers who ought to be the guide for the new generation in the use of reading material.

Out of this grew the necessity of developing school librarian services, which initially functioned in an isolated manner, but which were rapidly integrated into systems in order to lower costs, allow standardization, and facilitate training. Afterwards grew nuclei with centralized functions and operational units. A history of this type of activities will be heard later on in each of the reports; what is important to note here is the philosophy, the concepts which the new school libraries follow.

The first element which will be brought to your attention is the fact that the library began to be conceived not as an addition to the school, but as a true element of educational innovation. That is to say, that the role of the library within the school is more than a simple depository of materials. According to this concept, the library must introduce itself in the classroom, modifying the teaching-learning process, supporting and extending itself beyond the classroom. This concept also implies a very important strategic element. It is well known now that the established systems will accept change. The educational system, personified in its teachers, is no exception to this rule. The introduction of the library as

an active member of the school will permit the organization of surrounding activities that will progressively modify the conduct of the teacher toward reading and teaching itself, toward textbooks, and toward library and non-library materials. Obviously, in order to affect these changes, it was necessary to emphasize the training directed toward the teacher librarian, the classroom teacher, the director and the school supervisor. This training proceeded to be oriented toward the significance of the library, its functioning, and the materials which it contains.

A second element which will influence the development of school libraries is a modification in the concept of the teaching-learning process, which led us to believe that knowledge was transmitted from the teacher to the student, who received the knowledge passively. Thus came forth the idea of self-learning, and the skills of information searching were more highly valued. They must occupy a primary role in the total teaching process, independently of what the material or the school grade dictates. Therefore, the teacher will no longer be a transmitter of knowledge, but will become an administrator of resources which will allow the child to develop his skills in order to read, to investigate, to read, and to observe.

A third significant influence is the concept of reading as a process in which several elements intervene: the reader, as an individual with specific interests and needs is the first; the school, which trains the readers, is second; reading materials constitutes the third; the system of distribution and access to reading materials, including school libraries, is the fourth. It should be aware of all these elements simultaneously if it wants to substantially influence the reading situation in a society, consolidating the skills and habits of reading from the primary school on.

Parallel to the development of these librarian services, various public and private organizations, among them the Banco del Libro, carry out activities that touch the philosophical bases, jurisdiction, technology and economics in order to support the development of school librarian services. It would be well to note the following documents:

1. Decree 567 of 17 June, 1966, which established the obligation of the Venezuelan State to provide free textbooks to all children who attend primary school.

This decree points out that the texts sent to the schools will form

part of the school library collection, and it is important to produce textbooks adapted to Venezuelan conditions. This decree, which is still in effect, defines an official policy in relation to the textbook and educational materials.

2. Presidential Decree 575 of 14 April, 1971, which established 14 April as National Book Day. This fact has importance in that it permits the organization of activities oriented toward the fostering of reading and the establishing of the book as a learning instrument.
3. The policy of reading in the State of Venezuela, which was proposed in 1972 on the part of the Ministry of Education, which included school library services as an important part.
4. Resolution 157 of the Ministry of Education in the year 1972, in which the experimental program for the School Library Services Program of Ciudad Guayana is declared. This program has been initiated in 1965 through the contacts established between the Banco del Libro and the Venezuelan Corporation of Guayana. This resolution established, besides, that the experience of Guayana be generalized to the rest of the country.
5. Throughout its experiences, the Banco del Libro has published many technical documents which systemize the concepts which had arisen from practice. One of them is The Taxonomy of School Library Services, published in 1971. This document classifies and defines the diverse types of services which have been tried out in Guayana.
6. Presidential Decree 559 of 19 November, 1974, by which the National Commission was created for the establishment of a National System of Information. One of the task forces created by this commission is constituted of school library specialists, who presented a report to the commission in July, 1975. The report contained a diagnosis of school libraries in Venezuela and a recapitulation of the technical documentals and propositions for the development of a national system of school libraries.
7. The law of the Autonomous Institute of the National Library and Library Service, approved by the Congress of the Republic on 29 July, 1977, by which the Autonomous Institute of the National Library was created. This institute has the traditional role of



being the depository of the collection of library and non-library materials of Venezuela. Its ends are:

- 1) To execute the policy of the National System of Library Service;
  - 2) To elaborate and on force standards and technical procedures relative to the functioning of the distinct types of libraries that integrate the National System of Library Service, and to keep an eye on its fulfillment;
  - 3) To establish the National System of Public Libraries; and
  - 4) To technically assist the Ministry of Education in the creation of a System of Library Service in educational establishments.
8. Presidential Decree 2531 of 3 January, 1978, by which the Coordination Commission was created of the National System of Library Service and Humanistic Information, of Scientific and Technological Information, of Archives and of Statistics and Information. This Commission, annexed to the Central Office of Coordination, has the objective to stimulate, harmonize, and standardize the development of the system. Such a commission has among its functions to draw proper lines of policy in matters of library service; and to orient and coordinate plans for library development. School librarian services which are annexed to the System of Library Service have the Autonomous Institute of the National Library and Library Service as a nucleus.
9. Presidential Decree 188 of 27 June, 1978, which created the National System of School Librarian Service, by which development will take all the previous experiences in school libraries and update them to the moment.

The reports which we will hear continue to all have common origins, and all have, to a major or minor degree, influenced the experiences and the documents which I have pointed out.

PROGRAM OF LIBRARY SERVICE IN CIUDAD GUAYANA

By Lic. Lilian Hung de León

1. Background of the School Library Program in Ciudad Guayana Project Guayana (1965-1969)

The School Library Program in Ciudad Guayana began in 1965, within the Venezuelan Corporation of Guayana-Banco del Libro Agreement. The objective of this agreement was to efficiently supply school tests and other materials to support low-income students in primary schools in Ciudad Guayana.

The Venezuelan Corporation of Guayana, which was preoccupied with the progressive improvement of the conditions of the educational system in the zone both in terms of quality and quantity, solicited technical help from the Banco del Libro to solve the problems that confronted primary schools at the time.

The Banco del Libro, which has initiated joint programs of help and cooperation in popular education since 1960, had accumulated certain experience in programs of textbook exchanges and of library organization. Because of this, the emphasis was oriented toward the library as a very efficient pedagogical instrument in order to guarantee access to important sectors of low-income children of school texts and other reading material. Thus, between 1960 and 1965 the Banco del Libro organized nine school libraries in the metropolitan area, the "Daniel Navea Pedagogical Library in the central headquarters, and the "Mariano Picón Salas" Library.

From that came the answer of help by CVG, the School Library Project of Guayana, which would be developed under the technical direction of the Banco del Libro, with the financial support of CVG and the teaching personnel of the Ministry of Education.

The project was defined as "an educational program which has as an end to lift the quality of education by the instillation of seven special school libraries and the professional improvement of teachers, which will guarantee the economic development of the region."<sup>1</sup>

It would constitute the possibility for the Banco del Libro to develop a school library program determined by a geographical context and within a research and development perspective; that is to say, the opportunity to

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<sup>1</sup>Progress Report of the Operative Program, Banco del Libraro, 1972.

try out and put into action their concepts of the school library, and to derive conclusions that are useful for the generalization of this experience.

In the first three years of Project Guayana six school libraries were installed and functioning. Various educational materials were progressively given to this service. Technical standards were developed for their organization and functioning as well as for architectural infrastructure, equipment and personnel.

One area that demanded special attention was the certification of school personnel in the library headquarters. In order to do this, a general program of teacher librarian certification was developed, thereby improving libraries, school supervision, outreach to the community, and classroom-library integration.

In 1969, Project Guayana was extended to new schools as a result of the general pressure in the zone by the demonstrated effect of the services initiated in 1965. In 1970, the project took care of 14 school libraries with 13,000 students and 358 teachers.

#### The Agreement of Ministry of Education-Banco del Libro Service

The experience developed by the Banco del Libro through its trial programs in the areas of reading material and school and public libraries between 1960 and 1970, caused the institution to delimit its objectives more precisely to orient itself to "carry out educational innovation relevant to the reading process, education materials and library service in order to contribute to the education of a knowledgeable person with the critical capacity to participate creatively in normal development."<sup>2</sup>

The systematic activities developed in Project Guayana permitted closer work ties between the Banco del Libro and the Ministry of Education. These relations, nevertheless, were characterized as being informal.

With the amplification of the project the need was seen for a greater degree of formality and rationality in this relation. From that came the need to write an agreement that would supply the legal basis and the parts for the institutionalization of the relations between these two organizations.

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<sup>2</sup>op. cit.



On 2 February, 1971, the Agreement of the Ministry of Education-Banco del Libro Services was signed. In it was established the compromise of the Banco del Libro to contribute alternative means for the planning and instrumentation of policies relative to:

- 1) The definition of technical characteristics, evaluation, selection and use of textbooks and other reading materials.
- 2) The production and commercialization of tests and other materials.
- 3) The interrelationship of educational study materials and library service programs.

Besides this, the agreement established that the "Ministry will utilize the technical services of the Banco del Libro in order to plan and organize school library service, and in order to certify personnel required by such services." It provided for the cooperation in carrying out related research on reading and language in Venezuela, and for the compromise of the institutions to combine their technical and human resources in order to develop the actions to be executed.

For its instruments and financing, it was agreed to designate a mixed, qualified Commission to be responsible for elaborating plans and programs of action and for establishing respective financial action charged to the budget of the Ministry of Education.

#### The Nucleus of School Librarian Services in Ciudad Guayana--1972

The result of testing the relevancy of the aforementioned agreement was the establishment of the Nucleus of Librarian Services in Ciudad Guayana, which will integrate the service created in the zone and reorient the Guayana Project.

The evaluation of the experience developed in librarian services by this effort signaled the importance of:

1. Centralizing certain technical service functions with the goal of optimizing the use of the scarce human resources and available materials;
2. Organizing systematic mechanisms of orientation and training of teachers for the efficient use of the library and educational materials integrated into teaching;
3. Forming an awareness about the role of the library in the educational process among the different educational agents.

On the other hand, the Banco del Library saw the need to design a

national program of school libraries in the near future. They adapted a concept of school library service as "modules that may be assembled in different forms according to the needs and available resources in each geographic sector. The modules are of two types: operation and support, concentrating in the first all that which concerns service to the user; and the second, relative to centralization, popularization, orientation, and training."

"The Nucleus of Librarian Service in Ciudad Guayana constitutes the first attempt to apply this concept."<sup>3</sup>

The Nucleus of Services of Ciudad Guayana will integrate:

- 1) operational units: School Library Service;
- 2) Centers of Demonstration, Popularization, and Distribution of Educational Materials;
- 3) a service of mobile units (bibliobuses); and
- 4) an administrative unit which will direct, coordinate, and supervise the activities of the Nucleus.

At the end of 1982, the Nucleus is expected to include a pedagogical library, 14 central libraries, 13 classroom libraries, and a mobile service unit. These services will take care of approximately 28,000 students and 600 teachers.

#### Experimental Program of Librarian Service in Ciudad Guayana

In October, 1973, the Nucleus of School Librarian Services in Ciudad Guayana was declared, by the resolution of the Ministry of Education, to be a Experimental Program of Librarian Service Development for three years, with the goals of:

- trying out educational resources that facilitate active learning and diversifying the function of permanent education.
- carrying out research in the field of reading and cooperating with those being accomplished by the Ministry of Education.
- elaborating, adapting, and evaluating educational materials adapted to the needs of the country, and trying to use the same creatively.
- incorporating educational resources and trying alternatives for

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<sup>3</sup>Rosario de Horowitz, "Taxonomy of School Librarian Services," Banco del Libro, 1972.

maximum benefits.

The resolution established the creation of a directive council, integrated with representatives of the Ministry of Education and the Banco del Libro, which would have the responsibility of programming, supervision, and evaluation of the program. In the same way, the Banco del Libro was assigned to execute the experimental program and coordinate it technically. The Ministry of Education and the Venezuelan Corporation of Guayana will guarantee financial support.

The Nucleus started with a stage of consolidation of its structure. It increased the technical equipment and administrative support, installing new services, and thus starting a massive process of amplifying teaching with the incorporation of various bibliographic and non-bibliographic materials. The activities of promotion and demonstration of educational materials, as well as the training of technical librarians in the use of educational materials, represent important efforts of the teams in Ciudad Guayana and in the headquarters of Caracas who are responsible for the execution of the program.

Special emphasis is given to the attempts of library-community popularization. The programs developed in the barrios of San Félix utilized the library facilities during vacation periods, and incorporated voluntary community personnel.

This new stage of the Nucleus will redirect itself to organizational consolidation, to the revision and delimitation of its objectives and priorities, and to the reformulization of the projects and activities of the program.

In 1976, a new ministerial resolution prorated the experimental program three additional years, and defined two new objectives for this period: 1) preparatory activities for the gradual transference of the program to the Ministry of Education, and 2) the start of attempts to give attention to young students in intermediate education through public librarian services.

From this moment on, the process of delimiting big areas of action was accented: the area of librarian services and the area of experimentation and systemization.

Special emphasis was placed on the improvement and consolidation of



services: through the updating of teaching, of mobilized and team methods, in order to complete the installation of services, to augment its technical-administrative efficiency, to intensify the training and recycling of librarian personnel, to design strategies for training teachers in the use of educational materials that exist in the library, or to the elaboration of materials that could be incorporated into the collections.

The activities of evaluation and systemization acquired major relevance in the perspective of transferring the program experience. Library models are attempting to be systemized, as are teaching forms, different service activities, technical standards of library organization, and collection maintenance, etc.

### Characteristics of the Program

The program of library services in Ciudad Guayana responds to the conceptual model of library system development of the Banco del Libro. The system is integrated by distinct components that guard interdependent relations and fulfill specialized functions on various levels.

#### 1.. Elements that make up the model

Two categories of components may be distinguished:

- Operational Units, in other words, librarian services of different models, which operate in a decentralized manner in each plan.
- Technical-Administrative Support Units, that centralize specialized and very complex functions on a regional or central level. This centralization responds to the need to optimize the use of resources (whether human or financial) on one hand, and on the other, to standardize technical functions considered to be indispensable for the harmonized functioning of the system.

It is important to notice that the libraries share common standards of organization and functioning, which allow networks to be organized on each local level.

The program of librarian services of Ciudad Guayana involves:

- 20 central school libraries
- 8 rotating school libraries
- 4 public libraries
- 1 mobile service unit.

These constitute a network that integrates public and school librarian services.

- Regional technical-administrative functions
  - Local Administration
  - Programming
  - Library supervision
  - Mechanical processing and collection circulation
  - Library instruction
  - Demonstration and popularization
  - Execution and systemization of attempts
- Central technical functions
  - Planning
  - General administration and control of execution
  - Selection, acquisition, cataloging, and classification of educational materials
  - Preparation of manuals and instructions in the use of educational materials
  - Preparation of manuals, guides, and proposals of technical standards of organization and functioning of school library service
  - Research, experiments and systemization of experiences
  - Design and execution of training programs for technical librarians in the use of materials

The combination of operational units and technical-administrative units on the regional level make up the Nucleus of School Librarian Services of Ciudad Guayana.

#### Present Coverage of the Program

##### - Librarian Services

In a systematic form, the libraries take care of educational needs, reading, and information of approximately 37,000 students and 980 teachers in 31 primary schools in Ciudad Guayana.

Presently, the annual textbook budget is trying to be developed in three schools in the area. The results of this pilot project will allow the instrument to be a guide for the National System of School Libraries, which was started by the Ministry of Education.

The public librarian services of the network will basically take care of the educational needs, recreational and informational reading of students in intermediate education. The actual circulation figures in the four public libraries of the network are approximately 104,000. On the other

hand, these services will develop activities for library extension to the surrounding rural areas.

### School Library Models

The school library is conceived as an instrument for educational innovation, which puts within reach of students and teacher a wide gamut of educational materials, facilitating dynamic and participatory learning.

Its principal function is to instrument and support the educational system, generating new needs within it. In this way, the school library will constitute a factor of stimulation and renovation of the educational process.<sup>4</sup>

Within this concept, different library services are being designed and tried out in Ciudad Guayana, and its efficiency and degree of adequacy are being evaluated for organizational characteristics of the educational establishments with the available resources in each locale.

### The Rotating Library

"Is a unit of operation conceived and organized in order to supply classrooms with basic text and reference materials that are indispensable for the development of the program of study."<sup>5</sup>

This service will function as a depository of texts and will not have specialized personnel, but rather will be taken care of by commissions of teachers and students who will rotate in "guardian commissions."<sup>6</sup>

In terms of collections, as has been pointed out before, it will contain texts (95% and some reference materials (5%).

In terms of circulation activities, it will be reduced to classroom loaning.

In the framework of the program, this type of library has been considered as an initial phase in library service development. In its operation, directors, teachers and student will be motivated and trained as users.

It is recommended, especially in the case of large educational estab-

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<sup>4</sup>Ekare Journal, No. 5/6, Banco del Libro, September/December, 1976.

<sup>5</sup>Marcano, Doris and Russo, Grecia, "Manual of the Operational Unit," Caracas, 1975.

<sup>6</sup>See the more detailed analysis of A. M. Pinto, Op. cit., p. 39-46.



lishments, that once this kind of library has created the necessary conditions of receptivity of the school personnel, that it be transformed into a central library.

#### Mobile Library Service

The service of mobile units of the nucleus of library services of Ciudad Guayana will develop support activities for the rotating libraries.

These units will also be utilized as library motivators in schools that do not contain services of this type, with the goal of motivating the institutional population and generating demands.

The bibliobus would arrange a collection of complementary and recreational library materials that will circulate to the homes. Lending will be carried out directly, to the individual, or through traveling boxes or mini-buses, which will be circulated as a whole to the classroom.

The bibliobus will also develop activities of cultural outreach to the schools.

It is estimated that a mobile unit could take care of ten sections daily. In order to be effective, it is recommended that the unit visit the educational establishments every fifteen days.

#### The Central Library

It is a dynamic center of learning integrated with the school, which will put at the disposition of students and teachers diverse educational materials and equipment.

It will provide the classroom with the materials needed to meet instructional objectives in the programs of study. It will orient teachers in the selection and use of materials required for the adequate complement to the same.

It will also offer students materials and orientation in order to support the instructional objectives of the programs.

The collection will consist of a variety of library materials (text-books, supplementary books, references, recreational reading, periodicals and books for the teachers) and non-print materials (maps, globes, laboratory equipment, pictures, games, audiovisuals, filmstrips, slides, films, recordings).

The central library will contain a reading room, depository and administrative area, as well as mobile and corresponding equipment. It will be

taken care of by specialized personnel, which will include as a minimum, a librarian and two auxiliary librarians, one for each school term.

The most important activities that ought to be fulfilled by this model of service are the following:

- circulation activities: lending materials to the classroom and in an individual form for use in the library or outside.
- pre-established activities that respond to a concerted plan between the librarian and each teacher in the school to support the teaching-learning process. The library will develop pre-established, strict opening hours.
- complementary activities: such actions will contribute to the promotion of reading: storytelling, dramatization, puppets, movies, games, plastic and corporal expression, etc.
- cultural extension that will contribute to school-community integration. Examples of these activities are: forums, movie clubs, conferences, etc.
- interlibrary loan: throughout the network of services, this will establish models that will allow optimal use of collections and costly and scarce materials. A central depository exists by which materials are circulated to the different schools.
- user orientation: activities will consist of student induction and instruction in order to use resources and available materials efficiently, and to develop skills in information searches and the capacity for independent research and study.

The central library is a library model of excellence. Within the strategy of progressive development of librarian services, it constitutes the ideal type which is possible to achieve when created in conjunction with conditions such as technically qualified human resources, financial resources appropriate for the maintenance of materials and equipment, and users capable of efficiently utilizing materials within their reach.

### The Classroom Library

It will constitute a small collection of educational material, located in the classroom under the administration of the teacher of that grade.<sup>7</sup>

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<sup>7</sup>See Horowitz, Rosario. Op. cit.

This model has been tried to a small degree in the Guayana Project. It corresponds to a type of service that is apt for the rural milieu, but it presents serious difficulties of instrumentation in urban environments because of school organization and the characteristics of the educational establishments located in densely populated centers.

#### Technical Functions of Support

The library models that have been described briefly in the past section, have been tried and evaluated in the execution of the program. In light of this experience, the redefinition of these models can be worked in terms of their essential elements and basic requirements in order to function efficiently in the context of Venezuelan schools.

These library services are integrated functionally in a more complex structure. The network of libraries, in this case, is the Nucleus of School Librarian Services in Ciudad Guayana.

In order to function more adequately, library services need to be fulfilled in conjunction with strategic functions of support. These functions are specialized:

- Evaluation and Selection of Educational Materials

These areas have been the object of special attention within the program. The activities developed since 1965 have been diverse and systematic, and have generated important products.

A critical area in our countries consists of the lack of reading materials that respond to the needs and interest of children. This appreciation is equally applicable to educational materials that serve to support classroom activity.

One task that has been accomplished in the program is the important gathering of outstanding teachers and other professionals. They have, among other activities, analyzed programs of study and systematically evaluated materials existing in the local and international market. This has led to important products. We will note among them the development of evaluation and selection criteria and guides for school texts and other reading material as well as non-print educational material; and the preparation of basic lists of materials for libraries and activities supporting the teaching-learning process.

Publications such as "The Book Bank Recommends" have been amply used in



the country and in the Andean region.

#### Production and Use of Educational Materials

This area of work is a result of the activity of evaluation and material selection. Learning obtained in the exhaustive study of the materials has led to the definition of criteria for the production of reading and educational materials which use will be established in the program. The distinctive aspect of this activity, in our case, has been the emphasis on low-cost production with local materials and very simple techniques in a way that teachers can prepare those materials and make innovations from the others.

There are also many other materials such as games and different instruments which may be established in the curriculum. They have been converted into real pedagogical materials when they supplement pamphlets used to train users in their use and development, with the end of demonstrating activities that imply the creative use in classwork.

#### Certification

The continuous certification and sustaining of the personnel is a strategic factor in the development of the program. Since it began in 1965, it has paid special attention to the area.

Since 1975 a coordinated program of certification has been structured in the Nucleus, in the area of library technicians as well as in the use and preparation of materials.

In the area of library technicians, intensive work has been done in the design and adaptation of courses for auxiliaries and school librarians through a flexible system of learning, which was designed by the Banco del Libro.

In the area of pedagogical techniques and the use of materials, different strategies of certification as well as learning materials have been designed and tried out. The emphasis in this task is the result of supplying initial information that was lacking for our teachers. It is convenient to point out that they have paid attention not only to the teachers of the schools involved in the program, but also to others in the area, including other cities in the State.

#### Librarian Supervision

This is conceived as a function of technical assistance to library

personnel.

In the program environment, different supervision strategies have been tried with varying degrees of success. One fundamental problem that still needs to be solved is how to achieve a major degree of participation in these functions by the director of personnel of the educational establishments. In actuality, a team made up of teacher librarians with wide experience in the program and of other specialists will work on the redefinition of the system of library supervision with the goal of systematization.

#### Accomplishments of the Program

- The continuation of the program throughout the years and throughout governmental transitions.
- The training of technical personnel in interrupted form, which has permitted the degree of present development of the Nucleus. An important number of specialists in the program have been formed in the program to function in academic centers in State institutions. Through them it is possible that the experience generated may be utilized efficiently in other programs and activities of this sort.
- Its action as a pressure group for the definition of actions and policies related to the promotion of reading.
- Its contribution at the creation of conditions necessary for the organization of the National System of School Libraries.

#### Future of the Program

The experience by the Banco del Libro in the Nucleus of School Librarian Services in Ciudad Guayana is now an important base for the development of the National System of School Libraries, which was organized last year by the Ministry of Education.

It is evidence of the explicit recognition of the office that it designated the Banco del Libro to design, coordinate and develop the library system. In such a way, the Banco del Libro was active in the design of the system and the definition of alignments of policies and strategies for its development.

#### Future

1. One important function that should be fulfilled by the program within an action research strategy is to continue to feed the development of the National System of School Libraries. In this perspective, the

library services of Ciudad Guayana and the technical and human resources which are concentrated there will have to be directed to the development of innovations and adaptations of technology in the library field. These pilot experiences may be incorporated progressively with the System of School Libraries.

2. Certification of school librarian personnel. The existence of the service network, the characteristics of the operational units, and the technical infrastructure of certification offer ideal opportunities for the development of professional training programs.

3. The attempt to integrate a system comprised of public libraries, school libraries, university libraries, documentation centers, and historical and religious archives. The region of Guayana will offer possibilities for the development of an integrated experience on a manageable scale that may be used by the National System of Library Services, Information, Documentation, and Archives.



SCHOOL LIBRARY SERVICES IN THE STATE OF ZULIA

By Lic. Nelly Primera

## 1. BACKGROUND

On 17 June, 1966, Degree 567 was published, referring to the free distribution of primary school textbooks. In conformity with this degree, starting from 1967, the Secretary of Education in the State of Zulia began to receive collections of school texts that would be located in its depository. But adequate distribution of the same to the primary school children of the region was not achieved.

In March of that year (1967), Professor Pedro Barboza de la Torre presented a project of school libraries before the Secretary of Education. It was approved, and it marked the start of an action that signaled the opening of library service in primary schools of the first category in Maracaibo District.

The functioning of these services was made possible through the collaboration of the University of Zulia, which dictated a course on library techniques. Thirteen teachers were graduated, and they took charge of the libraries created in the District Maracaibo schools, using as a collection basically the texts received by Decree 567. In January, 1968, the appointment of these teachers as teacher librarians was made official.

During this first period, the functioning services were basically supported by the dedication and enthusiasm of the teachers who were charged with the same.

In 1969 a coordinator of school libraries for the Maracaibo District was appointed, which began an action of major rationality in the functioning of these services. A diagnosis of the situation was made, and the development of activities was planned, directed to the training and perfectioning of personnel and to the acquisition and technical processing of the library collections.

In 1971, the coordinating body was assigned, for the first time, a budget of 10,000 Bolívares for the acquisition of books. This same year a visit was made to the Nucleus of Library Services in Ciudad Guayana, organized by the Banco del Libro.

In 1972, based on the knowledge acquired in the visit to Project Guayana and in the professional school library certification course carried

out in the University of Medellin, a plan of development of school library services for all of the State of Zulia was presented and approved by the State Secretary of Education.

This plan received a grand push, starting in 1974, with the establishment of the Department of State Library Services, ascribed to the Secretary of Education. Growth continued, and from 1978, the System of Library Services of the State of Zulia was created through a decree passed by the state government. This decree has as its central purpose the integration of the different state library services. It constitutes the first case of the creation of a regional system in the country.

By 1980, the school library services, which are part of the State System of Libraries, had an annual budget of Bs. 379,000 for the acquisition of library collections. It consisted of 52 school libraries, supervised by well-qualified personnel who give adequate attention to service.

## 2. CHARACTERISTICS OF THE SCHOOL LIBRARY NETWORK

### DIVERSITY OF SERVICES

The services present different characteristics with regard to locale, collections, furniture, personnel, and functions.

This situation is due to the fact that in the creation and later development of the services, the established norms for the coordination of school libraries were not followed.

The coordination of the services has taken measures to correct this situation.

### COVERAGE AND MAGNITUDE

Services extend to primary schools of the first and second category in all the districts of the State of Zulia. The case of the Maracaibo District stands out with its 30 libraries. For the rest of the State, the distribution is as follows: Mirand 2; Paez 1; Colon 1; which makes a total of 52 school libraries supervised by 52 teacher librarians, 43 auxiliaries and 10 classroom teachers. By means of these services, a population of 43,375 students, 1,241 classroom teachers and 348 special teachers are served. In addition, service includes 9 traveling boxes that cover 9 other schools of 1200 students and 15 teachers.

## LOCALE

Further functioning of the services were installed in classrooms (2 or 3). Some schools had special rooms designed for the functioning of services, while some enlarged services through the annexation of classrooms.

## PERSONNEL

In general, services are supervised by one teacher librarian and one auxiliary, although in some libraries, because of their size, a greater number of people are in charge. Work is accomplished during regular school hours in five-hour shifts (morning and afternoon) by the teacher and the auxiliary in separate forms. Teacher librarians as well as auxiliaries receive special and permanent training.

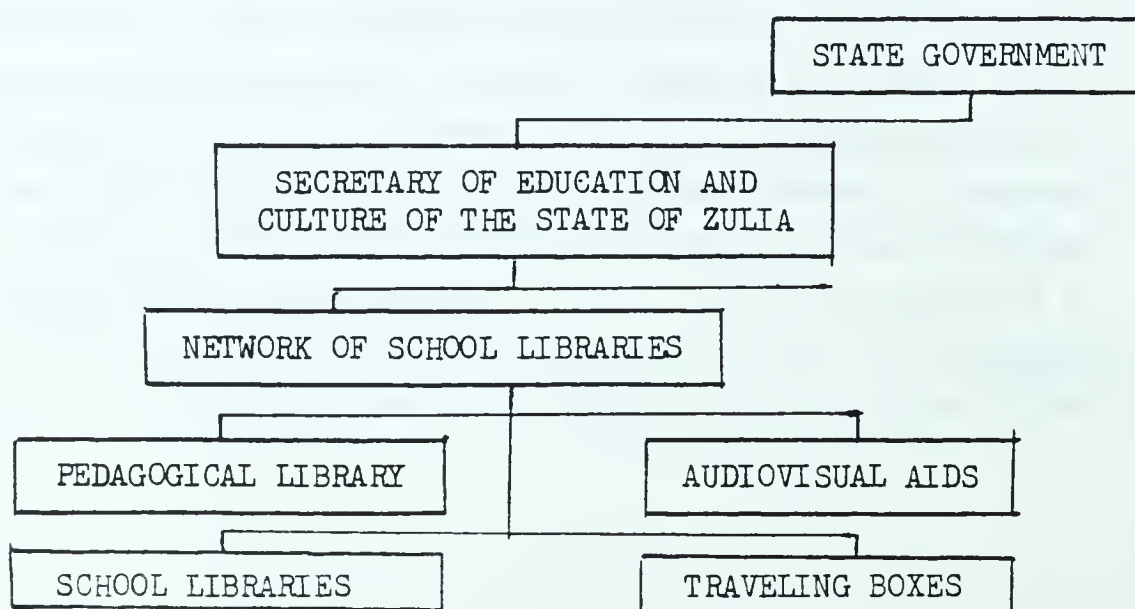
## FURNITURE AND EQUIPMENT

Initially the need for furniture and equipment was covered by community donations. Now this situation has changed, thanks to the use of funds specifically designated to this purpose. It permits acquisition in accord with standards of quality established by the Autonomous Institute of the National Library and Library Services (INBINA).

### 3. ORGANIZATION OF THE NETWORK

The network depends on the Secretary of Education and Culture of the State of Zulia and is integrated with the Department of School Library Services in charge of a coordinator and with the Pedagogical Library and Audiovisual Aid Units, which support the functioning of the operating units (libraries and traveling boxes).

#### ORGANIZATIONAL CHART





## HEADQUARTERS OF THE DEPARTMENT OF LIBRARY SERVICES

It is in charge of the coordination and supervision of the services and is supported by two units: the pedagogical library and audio-visual aids unit.

At this level a series of centralized functions is carried out.

The following are mentioned:

- Planning of services, which uses the previous study in order to expand and build the next libraries.
- Coordination of the activities through a uniform format, preparation of daily and special library programs, preparation of special programs to be carried out by the department itself.
- Supervision: by librarian teams and teacher advisors who supervise the work of the teacher and auxiliary librarian; organization of material, teacher records, fulfilling established programs, relations with classroom teachers and the community; by means of monthly visits and interviews with different teachers and representatives.
- Administration: preparation of budgets for the service, acquisition of collections and furniture, preparation of statistics and facts that may be presented to the Office of the Secretary of Education.
- Certification: personnel training who will enroll in librarian certification courses based on the experiences of the Banco del Libro, utilizing regional resources (library schools, college of library science, outstanding teachers, educational personnel of the department).
- Courses in specific areas for in-service personnel and workshops on themes of interest by teacher demand.
- Production of audiovisual materials: preparation of audiovisual materials that implement library work; e.g.: how to use the catalog, how to borrow a book, etc. Generally one may use slides, films, photos, games, etc.
- Circulation of materials: lending of materials and audiovisual equipment to libraries to prepare planning of activities between the teacher and the personnel of the audiovisual aids unit.
- Distribution of materials: the acquisition of print collections,

non-print, and furniture may be done through a budget assigned by the Secretary of Education and Culture.

This will arrive at the department which will distribute the same equitably, although in some cases it will be necessary to adapt such distribution to the needs of the libraries.

#### OPERATING UNITS (Libraries and Traveling Boxes)

The operating units consist of:

- a) The central school libraries which function in the schools of primary and secondary categories. They will be taken care of by teachers and auxiliaries and they will fulfill the specific functions according to the program objectives relative to the classroom teacher, circulation, and extra program activities.
- b) The traveling boxes function primarily in rural schools under the responsible director-coordinator of the school nucleus or a teacher, who will fulfill the function of internal and external circulation.

#### FUNCTIONS OF THE LIBRARIES

In the libraries the following services will be fulfilled:

- Advising teachers: this will consist of collaborating with the classroom teacher in accordance with the program objectives through materials selection, orientation to special activities and related themes with the book and the library and which complement the objectives that the teacher considers but cannot achieve with his students himself.
- Lending materials to the classroom, in the school, and to the home. Within the daily schedule, the first and last minutes of the day can be dedicated to the circulation of materials to the classroom and to the homes of students and teachers. Individual items are circulated because the scarcity of the collection cannot permit collective lending to all the classrooms.
- Pre-established activities: daily assistance in the library and grade sections according to the assigned time for each section through weekly pre-established activities. Assistance will vary according to the number of library staff available and the kind of activity to be carried out.
- Free reading: the lapse of time designated for student recreation

can be helped by providing students with educational games and recreational reading.

- Extra-program activities: In order to integrate the educational community a variety of special activities will be carried out, such as expositions, chats, visits, shows, etc.

Library work will be integrated with classroom work. The teacher librarian will plan jointly with the classroom teacher the activities to be carried out by the children in the library in order to meet that grade's objectives within the educational program. The classroom teacher will be like the principal collaborator with the teacher librarian; he will facilitate situations in the classroom which will require the use of materials offered by the library, help fulfill library programs, and see to it that the library room will have continuous movement without it becoming a study hall.

#### 4. OUTSTANDING FEATURES

Interest demonstrated by the governmental and educational authorities of the region since 1967 to create a network of school libraries, even without sufficient planning or resources.

Enthusiasm and a sense of vocation in service by teacher librarian personnel that form local school library functional units, which are occupied and integrated through special activities and the preparation of educational materials in order to fill the deficit of collections and in order to work with all the students.

Formation of a department that will assure the functioning of all the services of the state primary schools under the same direction, programming, and evaluation.

#### 5. FUTURE OF THE NETWORK

A proposition of the Autonomous Institute of the National Library and Library Services (INBINA) led to the acceptance of Decree 52 by the State Government on 3 July, 1978. By this means, the System of Library Services of the State of Zulia was created.

The object of defining what the decree would implement was achieved in November, 1979, by a campaign of integration. They arrived at an agreement about the major form of the functioning of these services, bringing to attention the priority of what direction school library development should take.



The integration of the network of school libraries will be conducted along the following lines:

1. The network will combine primary and secondary school libraries, dependent on the execution as well as the Ministry of Education.
2. A team of professional library supervisors will support the laborers in each area of the network.
3. New libraries will install subjects in the school according to type, number of students, and location of the region.
4. Schools that do that do not possess the conditions required for library installation will be the object of study in order to achieve another type of service, for example, traveling boxes, bibliobus, etc.
5. Personnel to be integrated should be pre-selected according to norms of the Personnel Office of the Autonomous Institute of the National Library and Library Service.
6. The coordination will be located in a center that will be charged with the popularization, display, and distribution of materials.

#### 6. CONCLUSIONS

1. The situation of state primary school library services does not permit absorption of the consultation potential that the students could generate. It is below a satisfactory level, especially when compared to the rest of the states or even in the states of Boliva and Zulia.
2. Despite the fact that the school libraries were installed without planning and without a sufficient budget, they have been successfully established and have formed a network similar to Project Guayana.
3. The increment of library services depends on the support of the educational community in general, on the public authorities, and on the dedication of the personnel in charge of the services.
4. Zulia is the first state to form a system that integrates all the public and school library services under the same direction, dependent on the state government.

#### 7. RECOMMENDATIONS

- To take Decree 52, 3 July, 1978, of the government of the State of Zulia, as a model for the integration of public and school library

services in the state.

- That Decree 567 may be fulfilled throughout the library services in a manner that the books may be distributed and used so that the users will be conscious of the need to conserve them for common use.
- That the personnel in charge of the libraries be qualified as school librarians, and that they may be given special treatment from an administrative point of view.
- That youth in the regions be given scholarship during vacation in order to convert school libraries into public ones, and receive major benefits from the conversion through the "Vacation Adventures" program, put into practice in public libraries.
- To integrate coordinated budget assigned to school libraries in the agreement between the Ministry of Education and the state government. Throughout the years this assignment passed to other destinations and the school libraries of the Regional Office of Education were abandoned.

## THE EXPERIENCE OF THE MINISTRY OF EDUCATION IN SCHOOL LIBRARIES

By Lic. Doris Marcano de Díaz

## 1. BACKGROUND

The contributions of the experiences mentioned already had been determined by the Ministry of Education reorienting their attention and seeing that they could create school library services within the formal educational system. This was understood to be an educational innovation that would gain significance by means of contributing and producing changes in the teaching-learning process.

Concerning the basis of these experiences, the Ministry of Education designed and applied a project of School Library Nucelus in the metropolitan area with the goal of trying out and establishing mechanisms that would facilitate the consolidation of the future network of school libraries in the federal district.

The execution of this action was possible, thanks to the contributions which allowed the integration of a corps of standards, ideas, policy designs, strategies, work mechanism, and fundamental service models in order to orient and make real any programming related to the area.

The results of such contributions, together with great pressure arising from the school population when they publically manifested their dissatisfaction with the scarcity of resources for learning in their respective institutions, contributed among other factors to influence the Ministry of Education to design an administrative structure, what within the organization, could become real and could coordinate and execute these programs.

By 1976 a departmental level unit was created, charged with the coordination and execution of school library program of the country. Since its creation, this department faced a series of limitations in order to assume its responsibility to increase librarian programs previewed by the Ministry of Education to a national scale. These limitations were: budgetary, lack of specialized personnel, scarcity of resource materials, and infrastructure. In the same way, the low level hierarchy within the organizational structure of the Ministry of Education impeded decisions that would have solved the problems.

In consequence of the aforementioned, the department undertook a study and analysis of the project that has been outlined previously, with the goal of restructuring and reformulating the objectives and goals, and to be



able to be oriented about the basis of the conditions and available resources. To such an effect, research was started on a national scale in order to determine the resources and conditions to be found within the schools of the different educational areas.

Given the circumstances of the established central coordination unit located in the federal district, it studied the possibility of taking charge of this entity because it would facilitate and guarantee major improvement of the available resources and, at the same time, would permit serving a bigger school population.

In relation to this aspect, 106 schools in the metropolitan area were taken into account, of which only 23 met minimal conditions in terms of room, material and human resources in order to implement this program.

During the years from 1976 to the beginning of 1979, 16 state schools obtained libraries. They now form the network of school libraries in the metropolitan area.

## 2. CREATION OF THE NETWORK

### A. Strategy

The strategies of development applied in order to make this project a reality had as a framework, besides the support of institutions such as the Banco del Libro<sup>and</sup> the Autonomous Institute of the National Library, the national commission for the establishment of a library information system, and the gathering of experiences of personnel who integrated the department and whose people had been participating actively in order to develop these actions.

Giving attention to these actions, the design of library models was accomplished the readjusted mechanism and work procedures were achieved in order to begin the creation of such a network. At this particular point, it is now opportune to remark about the participation and collaboration of supervisor personnel, directors and teachers of the area, and most especially of the Valle-Coche sector, which made possible the creation of a sub-network of school libraries.

The goals were oriented about the following bases:

- To serve all the school population on the different levels of study in the formal educational system.

- To select schools that will offer conditions able to mount service: those who will possess better means and have better librarian personnel.
- Design library models that will be adjusted to the conditions and characteristics of the locality and type of school.
- Design mechanism that will permit the creation of sub networks of librarians as basic nuclei that will be integrated with the network. This procedure will guarantee the implementation and coordination of these services.

#### B. Library Models

About this particular concept, the models tried and experimented with in the Guayana Nucleus were studied, with the intention to determine the advantages and operational activity. From this study and analysis they arrived at selecting the dominant model, "central school library," for its great pedagogical advantages and because of adjustments of installations to the local conditions of the selected schools.

The application of this model suffered some variance because of the characteristics and dimensions of the locales. Keeping in mind this aspect, four central library models were designed:

- the model called "resource learning center"
- model library type A
- model library type B
- model library type C

Library model types B and C constitute models of great generalization in the country due to the fact the references for its mounting may be adjusted to the conditions and characteristics of the local libraries and schools constructed in the latter years.

The surface of area of these was between 40 and 70 square meters.

The models called resource centers and library type A have been implemented only in those school buildings constructed before 1950 having space for libraries of approximately 80 to 200 square meters.

#### C. Sub Networks of Libraries

The strategy for the conception of these sub networks as basic nuclei in the progression structuring of a library network was

accepted as a compromise whose application facilitated and guaranteed complete attention to all the school institutions located in the same geographic sector; besides, it permitted major improvement of the resources, an efficient coordination of services, interlibrary loan, interrelations between the same institutions, and permanent technical assistance.

The characteristics of these sub networks are given in the following aspects:

- To possess a principal pilot library, that will be the head of the sub network. This library will be considered as:
  - Center of librarian training, of demonstration, and popularization.
  - Unit to link school libraries in the sector, library headquarters of the network in other sectors, and the central coordinating unit.
  - Basic unit for the fostering and establishment of interlibrary loan between libraries of the sector and all the network.
  - Nuclear link between the library headquarters of the network and itself.
- It will consist of various pilot libraries at each level of study. These libraries will constitute linking units between:
  - School libraries of the same academic level.
  - Pilot libraries of the sector.
  - And the network headquarters.

These mechanisms were applied given the demographic complexities of the different sectors making up the metropolitan area.

In each case, each sector represented by parochial units, urban and barrios, were considered separately due to its own characteristics and needs.

Upon this base the network of libraries of the federal district was created, which consisted of 16 fully functioning school libraries and 5 in the process of organization.

- a) ten libraries that would make up the sub network of the Valle-Coche sector, constituted by:



- One pre-school school library
- Eight primary school libraries
- One intermediate school library

This sub network possesses a library headquarters of the network and a pilot library for each academic level founded on the linking elements of:

- Libraries of the same level
- With libraries of the sub network
- and with the network library headquarters

In equal form, these libraries will constitute centers of demonstration, popularization, and librarian training.

- b) Six pilot libraries, located in different sectors established by the network headquarters. These libraries are:
1. One library conceived as a resource center for preschool and primary school learning, located in the Sarriá sector.
  2. One intermediate level library in the Boleíta sector.
  3. One preschool library conceived as a resource center for learning in the Casalta II sector.
  4. Three libraries in the Catia sector.
  5. Two primary school libraries
  6. One intermediate school library.

#### CHARACTERISTICS

1. The most outstanding characteristics at the network level are determined by the following aspects:
  - a) It is made up by a combination of libraries located in the same geographic sector and possessing similar conditions and characteristics.
  - b) They possess a central coordinating unit that executes the library policy of the Ministry of Education.
  - c) To permit different types and models of service to be tried out in the different institutions and academic levels of that sector.
  - d) Each sub network possesses a pilot library for each academic level.
  - e) They all have a central technical processing unit which guarantees the organization of services.
  - f) They are directed by a program of common schedules.

2. The characteristics of the library level are as follows:
  - a) They are directed by the same program, although each one possesses its own work plan in which all the school personnel participate.
  - b) Within the plan, interlibrary action is the motor that makes the actions for each library dynamic.
  - c) They each possess a library collection processed and adjusted to the needs and interests of the school population it serves.
  - d) They possess furniture and equipment adjusted to the existing norms.
  - e) They function with similar time schedules.
  - f) Personnel working in them join the necessary requisitions in order to carry out their functions.

#### MOST OUTSTANDING CHARACTERISTICS

1. The library services that make up the network of libraries of the Ministry of Education are the product of the transference of experiences achieved in the country by different public and private organizations.
2. The libraries created by the Ministry of Education up until 1978, were oriented to attending to the necessary educational materials for students on three academic levels of the formal educational system: preschool, primary, and intermediate.
3. Because of its closeness to the central coordinating unit, the network of school libraries in the federal district have received the benefits of: continuous supervision, collection renovation with great regularity, librarian orientation and permanent technical advice. In the same way, they have been able to avoid problems of infrastructure by the creation of Demonstration and Popularization Centers.
4. Because of the few organized school library services in the metropolitan area, in order to attend to the demands of the school population, the libraries of the network have been converted:
  - To a center of training for the formation of new human resources.
  - To permanent research workshops for university students of schools of library science, education, psychology, as well as for pedagogy and other university level institutes.
  - To experimental centers for the central university, which have permitted models, projects of standards and library procedures to be put into practice.

5. The activities of the former which use this central unit, have encouraged the preparation of outlines of each library that make up such a network, with a goal of future transfers.

#### FUTURE PROGRAM

The consensus of all the results of the experiments achieved in the country, in the field of school librarianship, constituted the basis in order to pave the way for the implementation of Decree 188, of June, 1979, which created the National System of School Libraries.

These experiences contributed to the following results to the system for its future expansion:

- A team of duly qualified school librarians.
- 256 school librarians prepared by the Department of Learning Resources.
- 58 school librarians prepared in the Guayana Nucleus.
- 52 school librarians prepared in Zulia.
- Duly evaluated and selected basic collections, in order to serve the needs of the three academic levels.
- Models of service adjusted to the needs of the student and the school.
- Combination of library norms and support materials, which direct the implementation of these programs.
- Educational materials and duly processed catalog, which guarantee the technical organization of the services being installed.

#### CONCLUSIONS:

This experience accomplished by the Ministry of Education demonstrated that in order to create a school library system of national scale, it is necessary to consolidate small service centers as basic cells which progressively make up school library networks.

In their way, these networks will be the eyes which will constitute the national system of school libraries.

The nuclei or sub networks must be oriented to put emphasis on the formation and certification of personnel and to the management and use of different educational materials. This personnel training will permit the preparation of human resources needed to the functioning of libraries and those multiple agencies of this experience.



PERSPECTIVES OF SCHOOL LIBRARIES IN VENEZUELA

By Lilia Carmona Revete, Director of the School Libraries Program of the Ministry of Education

In fulfillment of the social rights established in the Constitution of the Republic of Venezuela, which point out and indicate in articles 78 and 80, that education is a right of all citizens and determine that its goal consists of "the full development of the personality, the formation of citizens suited for life and for the exercise of democracy, the fostering of culture, and the development of spirit of human solidarity"; in virtue of the declaration of the necessity and gratitude of education in the State of Venezuela, this article should guarantee the resources to assure access to education and culture. From the beginning of this pronouncement as interpreted by Antonia Guzmán Blanco in 1870, formulas have been created with the claimed intent to respond to the satisfaction and enjoyment of the right to receive the education each Venezuelan is entitled to.

It was a democratic defiance that started the development and construction of an educational policy that permitted real access to education, not only through the creation of schools, but also by considering the provision of basic and immediate resources that would make the teaching-learning process effective, in this way making possible the enjoyment of education by the population having scarce resources.

In consequence, Decree 567 of 17 June, 1966, initiated the implementation of the educational policy being planned at the moment by the State of Venezuela as one of its immediate actions. The Ministry of Education was responsible for the workings and execution of the decree mentioned.

In some of the aspects that are relevant to the substantial content of this decree, we may point out the need for the Ministry of Education through its competent units to bring itself to "the preparation of teaching texts and materials for students of educational establishments in the country and in the city which will be edited and distributed free within the official primary schools." In the same way would be established "texts published by the Ministry of Education to be distributed by the official primary schools in number equal to that of the students in each grade or school." It was considered that the texts given to the schools would form part of the collection of the same, and the school would maintain the library as an

establishment for the use of those being educated. Similarly, the Ministry of Education compromised and gave supplementary and recreational reading books to each school library, with the aim of enriching the teaching-learning activities. Teachers were responsible for the promotion of "reading those supplementary books by means of assigning them that incite periodic consultation or foster artistic or literary expression by writing, recitation, or representation in school." Other relevant aspects of this decree state that "the school libraries will be open to the community, and in parent-teacher meetings and all such events in which the school or its personnel participate, they will receive stimuli in order to enrich and utilize such libraries."

Among the limitations of this educational policy is the lack of unified criteria for the implementation of the decree, as well as no adequate rationalization of designated resources. This made it impossible to effectively achieve the objectives stated in the decree in reference. Nevertheless, several actions are being directed toward the creation and development of school library services, located in the federal entities of Bolívar, Zulia, and the federal district.

From the revision of the administrative structures of the National Public Administration emerged the need to take immediate action to insure the transformation in funding according to the demands of the country. The Ministry of Education took into its hands the educational reform with full agreement "that education should be free, and in order to be free, it should be of the mode that man will be capable of constructing the society that he aspires to without renouncing his center in it."

This reform brought, as a consequence, the revision of plans and educational programs, with the proposal to "convert each Venezuelan into a critical and involved man with a sense of vast responsibility capable of determining his own destiny, with guaranteed success, confronting the accumulation of alternatives with force and pushing the present to full life."<sup>1</sup>

Within this order of ideas, the Ministry of Education formulated the declaration of reading policy. The contents were directed to considering

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<sup>1</sup>Perez Olivares, Enrique. "New View of Educational Reform." Ministry of Education, Caracas, 1974, pp. 46 and 47.

reading as a priority at all levels of education. Similarly, the production of printed materials destined to bring out our national values guaranteed free access of high-quality materials to the Venezuelan student population.

Other no less important aspects:

"Research in the reading skills of the population, the motivation of the Venezuelan in the field of reading, and of his vocabulary. The training and perfecting of teaching personnel at all educational levels in new techniques for the learning of reading skills for the use of printed materials, and the gradual development of a National System of School Library Service" which would respond, for one thing to the educational and cultural needs of the Venezuelan student population, and for another, to the compromises contract by Venezuela in the Andrés Bello Agreement.

In such a way, the Ministry of Education, through Resolution 17 of 16 October, 1973, declared the Nucelus of School Libraries of Ciudad Guayana to be a program of experimental character, assigning it the following objectives:

- a) "To try out a combination of education resources that would facilitate active and diversified learning as a function of permanent education.
- b) To carry out research in the field of reading and cooperate with those achieved by the Ministry of Education.
- c) To prepare, adapt, and evaluate educational materials adequate to the needs of the country and to try out the creative use of the same.
- d) To incorporate educational resources and try out alternatives in order to maximize benefits."

It is important to notice the responsibility to execute this resolution was assigned to the Office of Planning and other dependencies of the Ministry of Education in conjunction with the Banco del Libro and the Venezuelan Corporation of Cuayana (CVG).

The President Decree of 19 November, 1974, created the National Commission for the establishment of a National System of Information "fundamental in an infrastructure of documentation, libraries, and



archives." To this Commission was assigned the following functions: The vast and detailed evaluation of the services of documentation, libraries, and archives existing in the country, as well as to propose objectives, policies, and the corresponding infrastructure."

From this evaluation it was derived that only 19% of all the primary schools in the country were said to have some type of library service, let alone respond to a coordinated and sustained plan of action. The experimental program of library service in Ciudad Guayana and the school library service of the Secretary of Education and Culture of the State of Zulia constituted exceptions to this situation. As a solution to the situation previously outlined, the Ministry of Education created the Department of Learning Resources in 1976, ascribed to the Division of Educational Technology in the Office of Teacher Support. It had two fundamental objectives: the evaluation of educational materials and the coordination and development of school library services on a national scale. Problems of organization, budget, and administration impeded the full development of the program. Nevertheless, they developed actions at the national level, among which may be mentioned the experience of the Valle-Coche network and federal district networks and the creation of several libraries in other federal units.

For the five-year plan of 1980-1985, education, seen with broader vision, was considered as a primary priority within the national planes.

In this sense the right of every citizen "to have access to the opportunities of education of the highest quality possible, is the duty of the State and the society in its facilitation."<sup>2</sup>

Within the programs destined to improve the educational system quantitatively and qualitatively, those that emphasized assistance to students acquired singular importance. In them we can point out the program's strength and breadth for student use, assuring the distribution and improvement of resources, as well as the "emphasis given to library services, the design and production of didactic materials, and designs of an educational, cultural, and recreational character."

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<sup>2</sup>Venezuela. Ministry of Education. Report and Account 1979. Caracas, 1980. p. xxx

One legal instrument that guaranteed the implementation of this policy was Decree 188 of 27 June, 1979, which included in its basic plan the obligation that the State has to provide educational establishments with resources for the learning and attention of the primary school student population through specialized library services and the recognition of actions of an experimental character, carried out by public and private organizations that have demonstrated that library services are translated into efficient vehicles in order to give textbooks and other educational materials to vast sectors of the population.

With this decree the System of School Library Services was created, and the Ministry of Education was assigned the responsibility of organizing it with the technical assistance of the Autonomous Institute of the National Library and Library Service.

In order to faithfully fulfill this decree, the system should accomplish a series of objectives such as:

"To lend specialized library services to all public primary schools to those they serve in support of the teaching-lending process."

In such a way, subsystems of library services should be developed which respond to the different administrative regions of the Ministry of Education, and the rationalization in the use of resources that the State gives for the acquisition of texts and other educational materials to assure its efficient distribution.

The Ministry of Education is competent to organize an administrative structure that will allow the achievement of annual individual budgeting, the development of school library service subsystems at the national level, and the active participation in "the definition of the evaluation and selection policy of school tests and other educational materials and the development of criteria and instruments in order to exercise this policy."

The Ministry of Education, together with the Autonomous Institute of the National Library and Library Service, will give attention to the intermediate student population through different modes of library service.

In order to carry out the objective of Decree 188 of 27 June, 1979, the Ministerial Office of the School Library Service System was created and was assigned the resources and functions of the programs for the free distribution of textbooks, which was under the direction of the Office of Socio-Educational Studies and the school libraries, and the evaluation of educa-

tional materials that were developed by the Department of Learning Resources.

Among the first actions developed by this office, one can mention the programming and implementation of the individual annual budget and the diagnosis of the school library infrastructure in the following federal entities: Portuguesa, Cojedes, Bolívar, Zulia, and the federal district. Consequently, the installation of school library programs was started for 1980.

In the present five-year plan we have provided for the attention of 7,749,533 public primary school students through the annual individual budget that will achieve the provision of two books per student in the first grade in the areas of mathematics and language, and four books per student in the second to sixth grades in the areas of mathematics, language, social studies, and natural science. This will mean the distribution of 27,601,872 textbooks during the five years.

In relation to school libraries, the creation of 1590 libraries in basic educational establishment is estimated, in 23 federal districts. With the installation of that number of libraries, it will cover 27% of the total number of buildings.

These actions will imply the incorporation of 2544 school librarians who will be in charge of service required at the institutional level. In order to guarantee the training and certification of such personnel, a minimum of fifty courses will be offered.

From an organizational point of view, the creation of school library coordinating centers will be provided for at the level of the different educational zones.

Relative to the evaluation of educational materials, the revision process to include the procedures to document this activity has been started. In the technical aspects, the office has provided for the organization of activities relative to the acquisition of materials and technical processing, and has reaffirmed the importance of coordination with the Sectorial Office of Planning and Budget, inherent in the evaluation of educational materials.

It will be significant that the gathering of all facts of this exposition, as well as the achievement of the foreseen goals, requires not only optimal financial resources, but it is also fundamental to have the active and effective participation of public and private institutions and



organizations of diverse nature, involved in the educational problems, as well as the singular importance to have the concurrence of planning educators, supervisors, teachers, students and assorted members of the educational community.

CONCLUSIONS ON THE BACKGROUND OF THE SCHOOL LIBRARY IN VENEZUELA

By Dr. Nelson Rodríguez Trujillo

As has been pointed out in the introduction, these three experiences share common origins; they have been influenced and, in their way, have influenced the development of certain legal documents that, in their totality, form what is today the foundation for the development of a national system of school libraries.

Moreover, these three experiences have not been isolated incidents, but have maintained relations among them. The experience of Ciudad Guayana was the first program to be developed and served as an element to train personnel who later developed the Nucleus of Zulia, presented by Nelly Primera, and developed the project described by Doris Marcano.

From the conversations we had in order to organize the panel, we found that even though the three experiences were developed in independent ways and adapted to dissimilar circumstances and conditions, they all shared a concept of the school library as an instrument of innovation. Besides that, the library is conceived a formative element for the individual, an individual capable of permanent learning, and disregards the idea of a school library as a mere addition to the classroom, which was the dominant concept before.

In another aspect, these three experiences developed a similar structure. In order to optimize their functioning, they concentrated certain support functions. They have centralized and developed peripheral operational units, and receive support from the central units so they can develop service to the user.

Another point that has been emphasized is the training of teachers and users. These experiences have demonstrated that it is not sufficient to implant a library in a school, but that a total training process is necessary, not only for the teacher librarian but also for supervisors, directors and the same children who will be library users. Only then will they achieve an optimal use of the resources placed at the schools disposition. Nevertheless, besides all these common elements, each of these experiences have had to make adaptations to local conditions in order to give service.

In reviewing the three experiences we become aware that there are variations in terms of available resources and variations with respect to the modes of functioning.

These experiences have demonstrated this central concept that can be shared: the fact of adapting to local conditions and managing functions and providing circulation services, despite minimal conditions.

On the other hand, these experiences have demonstrated that though internally they have a high degree of coherence and functionality, there is little coherence with the educational system in general. This is demonstrated, by example, in the fact that the development of library services was not accompanied by the development of a curriculum that included library service within the teaching-learning process. Moreover, these programs had problems being transferred and generalized at the national level. Up until very recently, there did not exist an office in the Ministry of Education high enough within the hierarchy and with sufficient resources to develop a national program of school libraries.

The fact that each of these experiences had not been coherent with the educational system in general, created a certain limitation in the possibilities of developing each program in particular. This is manifested in internal tensions in each program, which has been manifested most clearly in this conference. An example is the fact that there does not exist a seniority scale for the teacher librarian profession, which would permit development. This creates internal problems because it is a limitation in development in that each program cannot independently establish policies, seniority, and salaries that might afterwards collide with fixed national policies.

The other conclusion is the fact that those programs have survived due to the fact that there has been continuous programming either through an institution that backed the development of these programs or through person who were intimately involved in the program and gave it continuity. There was no official policy that backed them at the national level until 1970 when Decree 188 was produced, which defined such policy.

These programs demonstrate on one hand the need for a certain degree of decentralization at the regional level in order to maintain a functioning program. Besides, they also demonstrate the need, together with this regional decentralization, for the existence of national level norms to guarantee a minimum quality for their functioning.

Besides this regional decentralization, a degree of cohesion at the regional level is needed in order to allow the maintenance and accomplish-



ment of the norms that have been established or should be established.

To reiterate these three programs show that certain strategies were found most clearly for the development of school libraries:

- 1) that there ought to be a very strong emphasis on the training of users and personnel who are in charge of libraries;
- 2) the need for regional or local centralization of certain technical functions from which will be derived less costly functioning and the guarantee of achieving standardization;
- 3) a decentralization of the budget for services with an emphasis on supervision for the maintenance of standards;
- 4) a definition of the professional status of teacher librarians or school librarians and a definition of the hierarchy and seniority for teacher librarians, which will permit them to go up within this career, as a mechanism for the certification and maintenance of human resources; and finally;
- 5) the progressive development of networks with a strong support of local units that will give them continuity. That is to say, the idea is that, given the scarce resources that exist, it is not possible to install great systems, but thought should be given in terms of progressively developing school library networks.

PRODUCTION IN VENEZUELA OF BOOKS, JOURNALS, AND MAGAZINES FOR CHILDREN

Presented by Lic. Lilian de Carias, Director of the "Tricolor" Journal of the Ministry of Education

In the world in which we now live, so dynamic and which invokes a world of images, nevertheless, I believe that the instruments of human learning will be the printed medium. Publications will continue to have much importance to the great degree that they will direct children in all the nations as in Venezuela where the youth and infant population is the majority.

In our country we have a children's magazine "Tricolor", which was founded by Professor Rivero Orama in 1949. In other words, our magazine is 31 years old.

"Tricolor" came out with a very clear, somewhat egotistical, objective: to counteract the penetration at this time of the Argentina magazine "Billiken," which naturally transmitted to our children values and idioms of another country. Therefore, it was thought to publish a children's magazine that would transmit Venezuelan values and would contribute to reaffirm the national identity, using the language that was appropriate and the idioms that were Venezuelan.

In its inception, people worked on "Tricolor" who are now famous. The artists Trompierz and Cruz Diez were its illustrators and great Venezuelan writers were its first editors.

At this point, we believe that the magazine must change because the children do not have the same approach they cannot follow the same ideas of thirty years ago. There are other media with which we have to compete. Audiovisual media practically bombard infantile and juvenile minds and puts into their reach much information, sometimes in a harmful way.

Because of this, we have wanted to convert "Tricolor" not into a didactic piece as such, but we are trying to orient the magazine in such a way as to create a recreational magazine that will inform, but not didactically. We utilize information and reports about the actual world to give children an objective vision of today's world and a projection into the future. Although we continue to reaffirm the Venezuelan identity, using indigenous language and our folklore, we adapt them all to the present time.

As for production, I want to make it clear that we are always thinking

of the ideal magazine. There is always criticism saying that something must be said in such and such a manner. This criticism is based on an ideal magazine. But we ought to remember that we are on the earth, in a real world, and we have to utilize what we have at hand.

We face many problems at the level of human and economic resources. At the human resources level, for example, there really isn't much personnel in the field of children's literature; very few people are dedicated to this field, and the majority are improvised. Anything will apply to what we call children's literature; this is a great limitation. Nevertheless, we try to select material that is more geared to the children in such areas as short stories and poetry, only good poetry. In this issue we are including a selection of Chinese Hai-Ku poetry because we think that children should know about real literature. There is not a very clear definition or division between children's literature and literature for adults. I believe that children can read anything as long as the grammar is clear in their reading.

We also insert science materials but viewed from another perspective rather than emphasizing what teachers say in class. For example, we would not repeat that the human body is divided into the head, trunk, and extremities, but would rather present a different vision. For example, in one issue we might present "The world of the Paraguana spine," which is science but in a different manner than seen in class.

Similarly, we transmit our values at a historical level as well as in literature. Personalities of yesteryear or nowadays are interviewed and geared to the level of children in order to awaken their creativity and imagination. At the recreational level we include short stories, games, jokes, that is to say a variety magazine, not a didactic piece to support teachers. Illustrations are photographs and drawings. If the material is appropriate, it is illustrated with drawings; if the theme is of the real world and more documentary in nature, photographs are used. We have incorporated much photography, including the cover.

As for diagrams, we are trying to change it little by little. We have to adopt more modern designs in the graphics. The field has advanced a lot, and the magazine is really a little behind.

In content we also try to have material for the population that the Ministry of Education pays attention to, including special educational



in an area taken care by the Ministry of Education. For pre-schoolers we put within the magazine a publication called "Tricolorin."

The distribution problem caused by poor mail service impeded the arrival of the magazine for a considerable number of subscribers. This has been solved in great part by enclosing it in the periodical of national circulation. That is an excellent means of distribution and guarantees the dissemination of 200,00 copies in equal number to the Venezuelan homes throughout the country. The 50,000 remaining copies are distributed in school libraries and institutions..

In regard to its relations with the school library, precisely, we believe that "Tricolor" should be used as a means to foster the reading habit. We believe it should be utilized more. It has the advantage of presenting short informative and recreational works. Besides, it would be economical because it is distributed free. I think that there should be coordinated efforts with the school library because "Tricolor" is a vehicle used to promote school libraries. There should be more contact and published information about how to use the school library, such as how to take care of books, etc., so that children know how help can be offered by the school library. In agreement that the printed medium is important and that children need reading elements, the Ministry of Education has thought about publishing other types of publications, such as "Special Tricolor Editions," and has published books such as "Young Simon Bolívar," a series of biographies for students which are extracts from the lives of personalities and worthy Venezuelans, which students like very much. We can mention "The Child and the Plastic Arts," "My School Songs" and others. They have published enough material that could be used by teacher librarians. I believe that would be a good idea to establish close ties and, in this way, work together very much.

Thank you very much.

PRESENTATION OF LIC. MARICARMEN PEREZ, DIRECTOR OF THE CHILDREN'S SUPPLEMENT OF THE JOURNAL "EL CARABOBENO"

The journal "El Carabobeno," which is published in Valencia in the State of Carabobo, has in mind with this supplement to create a children's reader. The supplement comes on in the Sunday edition with a circulation of 55,000 copies. It was first published in May of 1977.

Besides gaining readers, we have in mind to stimulate the creativity of the children and to give them values. Because of this, we always use a child's drawing for the cover. They send us pictures without our need to solicitate them. We also hope that the supplement will serve as a guide to support parents and teachers.

In the distribution of material within the supplement is included: one page dedicated to parents and teachers, one short story, one game or something the children could make, for example, a collage; we offer them examples of how to make it or show the works of other children. In the course of the following week, we receive much work prepared by the children. In order to illustrate the short stories, we use illustrations made by children or adults.

We are always preoccupied with proposing new things in the most fun form in order to involve the children and awaken their interest. And, of course, because of the penetration that the supplement has, we want the children to consider it and value it 100%. In this respect, I believe that we have accomplished our purpose and we have gotten the children to collaborate enthusiastically, among them some little girl who lives for it, having accomplished a creation and hoping to see it printed in the pages.

Regardless of the fact that the supplement is well received by children and adults, we cannot say the same thing among the teachers. We cannot understand why it is not utilized, not as a didactic piece strictly speaking, but as supplementary materials. For example, it amuses me that a teacher told me that she did not use the supplement because the material that we published, for example for 5 July, was different from that in the books. We believe that the supplement material has to be different from the text; otherwise, if they are equal, what are we doing?

For example, we think that the short story of Carlos Izquierdo that we published in commemoration of the Battle of Carabobo presents a much more fun picture than that version repeated every year in school. It could serve as a good support document. It is our hope to increase the receptivity in school, and in this sense our work will be appreciated more.

As for school libraries, although it is well received in Ciudad Guayana, we cannot say the same for the rest of the country. In other cities there are very few libraries and those that exist are disregarded. It is a field that I do not know much about, and I would like to hear judgments

about it in particular.

Thank you very much.

PRESENTATION BY PROF. LILIAN AGUILAR, CHIEF OF PRODUCTION OF EDUCATIONAL MATERIALS OF THE "EL MACARO" CENTER FOR TEACHER TRAINING

We may affirm that children's and young adult publications are almost nonexistent in relation to the immense number of children and youth who have no possible access to information or to the pleasure of reading. A great percentage of what we have today comes from the publishing industry which feed us sources that are different from the interests and needs of the users. It is also well to say that the natural competence as well as the requirements of subject materials in the curriculum, have gradually modified the situation. It is no less certain that harmful concepts still persist about our own culture. A common characteristic of the problem of children's work is the scarce designation of financial resources, technology, and human resources necessary in order to develop a publishing policy. It is urged that the state assume the responsibility of promoting and coordinating a system of production of high quality material as well as guaranteeing the right of children and youth for its use. This will imply fixing guidelines in order to design and develop materials, train human resources in order to produce, distribute, and apply materials; and have legal and financial support for the publishing activity oriented as a social function. The coexistence of state and private enterprise will stimulate the creation of children's and young adult works that will exalt proper cultural values, the coproduction and free circulation of educational materials that make up Latin America, the fostering of editions of universal literature, and the accessibility of materials through their low cost selling or by means of library service networks. This would be the type of platform, to which the El Mácaro Center of Teacher Training would be moving in order to have this job.

I would not like to talk about materials without talking about Mácaro. In Mácaro we always want to make the work fun with the sentiment,

that we call ourselves "the forge of hope."

Mácaro is situated in the State of Aragua, near the lake of Valencia, on the road that goes from Maracay to Turmero. Mácaro was started with the slogan which said "Keep Venezuela, give us the country." Our job was rural.



Mácaro is 42 years old. It was first a teachers' school, then an agrarian school, and next a training center in order to guide rural education. Much later it was a center to prepare programs for rural education, and ultimately, it became a center for production of educational materials. The training center is an institute for teacher perfecting and is ascribed to the Office of Higher Education of the Ministry of Education. This has made us sacrifice part of our identity for which we are ascribed to the Institute of Professional Improvement of Teachers. At this moment, we are in a campaign of rescuing the institution, because we think that Mácaro cannot lose its identity. Mácaro is, besides, a laboratory for the design and development of printed educational materials destined for basic education.

We started primarily in the training of directors, but we saw that everything has to be within a context. We had initiated the study of rural educational programs, without noticing the deficiency of the materials we had, and that was when we began to produce prototypes. We made prototypes of materials of around 3000 copies when we talk about books, and 12,000 to 15,000 copies when we refer to magazines, pamphlets, and worksheets. We have more than 40 published titles.

First we were dedicated to producing textbooks because we thought here was an immediate need. Later although we continued to think that the book was important, we determined that it was not all and that we had to diversify production. Because of this, we were dedicated to preparing supplementary reading books and children's literature, and the preparation of magazines. Presently, we have the magazine "Sembrador", which is 18 years old. Another magazine is "Conono" for the Amazon Territory and "Maraisa" for the Delta Amcuro Territory because we thought that these indigenous areas had been abandoned for so long that we needed to rescue them.

Mácaro is the executive institution, according to the Ministry of Education-OAS Agreement, of inter-American projects of printed educational materials and children's literature. In this way we evolutionized textbooks and those projects we supported. Initially, we had executed the inter-American project for science and mathematics materials. For eight years we had courses for scholarship in all Latin America with the idea of transferring the experiences that we had acquired. In this process we enriched ourselves because in this interchange of experiences each time we thought

we were giving something we were receiving much more, and this is, to me, the value of the projects.

Mathematics and science produced a boom, but we were certain that we had to increase the production of materials in other areas, so the mathematics and science project was ended. We started with printed educational materials. Next we initiated the children's literature project, which was conducted in principle with CONAC. In actuality, CONAC formed part of the project as a nominal co-executing institution. The action was assumed by another co-executing institution: the Banco del Libro.

Mácaro, in the same way as the Banco del Libro--I think without modesty--has, as few institutions do, a high quality in learning and use of resources. The Banco del Libro was the first to take steps in this improvement, but we have taken over the direction of coordinating and integrating institutions. We work with the Simon Bolívar University, the Central Occidental University, the INAPE, and other national and international organizations.

The inter-American projects serve to enrich our literary production. First, in seminars and workshops of literary creation at the national level, from the workshops we had two years ago we, we published "Stories of Venezuela for America." Before that, in improving the mathematics and sciences courses, all the literary production of the scholars have been sold. We had published "Burbuja", "Burbujas 2"; we have "Burbujas 3", and "Burbujas 4" is almost ready for sale.

From the following international workshops, of the Seminar on Children's Literature for the Americas, carried out last year, we are making a report and an anthology of stories of the persons (authors) who participated. Illustrators and publishers also participated in this seminar, and it was very interesting.

Mácaro is an organization of permanent educational innovation. In this sense we are adopting the focus of the system and are applying it to the design of materials. We have made profile designs and have worked jointly with institutions on documents on the characteristics of the materials.

Generally speaking, it is thought that production is the most important thing. But we cannot forget the interdependency among production, distribution, and use of materials, in order to avoid cases such as the one when the Ministry of Education printed a title of 300,000 copies. But because of the

lack of distribution, they were lost in depositories and were destroyed by bookworms and other insects. We have become aware that the library service networks are very necessary in order to accomplish a rational distribution of printed materials that are produced in the country.



PRESENTATION BY LIC. CARMEN DIANA DEARDEN, DIRECTOR OF EKARE EDITIONS

1. Background of the Editorial Board of the Banco del Libro

Ekare Editions emerge:

- 1) From the conviction of the Banco del Libro of the importance of children's literature in order to teach children to relate to reading with pleasure, and on the other hand, to place the textbook whose fundamental function is to transmit information, within a relatively rigid framework.
- 2) From the importance of children's literature, the supplementary reading book as a book of information that will stimulate the curiosity of the child and will lead him to research at his own pace and will teach him interesting things that will be the prototype for research.
- 3) From the frustrations that were being faced by people working in the library of the Banco del Libro, persons who worked in the Department of Evaluation, and those in the Committee of Selection who could not find Venezuelan material for our schools.

If Ekare Editions is two years old, it is with the support of 20 years of work by the Banco del Libro with children and young adults, by which we could accumulate great experience through the probings of needs and interests, detected among the users of the Banco del Libro Library.

Ekare Editions has been defined as a job oriented by the following objectives:

- 1) To produce books in accord with the interests and needs detected in the Banco del Libro libraries of Ciudad Guayana as well as in Caracas.
- 2) To fill the gaps of children's literature market. This purpose is quite ambitious because the deficiencies of the market are almost total. For this, we have defined three big areas of work:
  - 1) Books for children 6, 7, and 8 years old, initiation to reading.
  - 2) Books on Venezuela and Latin America, for all ages.
  - 3) Books of information of Venezuela and Latin America, concentrating on children 10 to 14 years old and trying to cover children from 7 to 9 years old.

- 3) To take the library as a principal client because it is the main way to reach a major number of children free.

In the beginning of the Editorial Board, when we faced alternatives of producing children's books, we thought about two possibilities:

- 1) To produce books in mass very cheaply. The Banco del Libro did not have that possibility because it was determined that we had to have titles of 300,00 copies in order to sell them for 1 or 2 bolívares apiece.
- 2) To produce them with very good materials that will last in order to distribute them to all the libraries.

We chose this second alternative.

- 4) To interest the authors in order that they would produce more and better books for children, and to provide children illustrators in order to form specialists in illustrations of children's books. In Venezuela there are excellent artists, but there is no tradition to illustrate children's books.
- 5) To publish Venezuelan and Latin American books, but not to disregard very good original translations of other countries so that children may know about other cultures.
- 6) To develop production processes that will allow the sale of books at reasonable prices. This had been the hardest fight because the Venezuelan cost of books are not at all reasonable for the public. Libraries continued to be our principal market.
- 7) To systemize the experience acquired in the publication of children's and young adult books in order to establish ways that could be shared by other publishers in Venezuela and Latin America.

## 2. Collections

Based on the experience acquired in the libraries, we have developed various collections:

- 1) Indigenous Narrations. For children beginning to read, we return to our indigenous and Creole roots with collections of narrations beginning with one of the peasants of Gran Sabana. These books, "El Rabipelado Burlad" and "El Cocuyo ya la Mora," are the result

of a first pre-selection of almost 200 stories, myths, and indigenous legends. Fifty of them were approved by the libraries and children. Those are the first two children's stories of the peasant cycle, and we are arousing a great reaction. I don't know if we reached the collective subconscious, but there was a truly profound identification with the stories. They are fresh texts with simple anecdotes: "Why does the rabipelado smell bad? Why does the cocuyo have a fire in his tail?" The third story in this collection is "The Tiger and the Thunder," which is already on the market.

- 2) Rhymes and Puzzles. This is a collection that gets at the terrible and marvelous thing called poetry, which many children hate because in the schools they are obliged to memorize long verses. Therefore, we resolved to look for poems that tell a story and would make a beautiful book of tales. This will help the teachers to introduce poetry to the children. We chose the famous poem "Margarita" by Ruben Dario, and we achieved a work of illustration that took away the tackiness that many people attached to it. Although several people described it as flashy, we believe that we cannot deny the beauty of the language in "Margarita." In our edition the illustrations combine realism and fantasy in an excellent manner.

Another of these poem-stories is "The Moorish Prince" by the famous poet Fernando Paz Castillo. It is a story that not too many children like because the prince is a really seedy character who loses his kingdom at the end and goes fishing. Regardless of all the warnings of the good fairy godmother, the prince goes with the bad fairy godmother. With this book something interesting occurred. We first tried the original where the prince dies. The children asked us not to kill the prince. So we went to the author and asked him to change the ending; he left the prince fishing in the pond. When we sold the book, we asked the children what their opinion was about the ending of the book. One of them said, "Well, if the prince remained fishing for such a long time (because the illustration shows him with a fishing rod with a spider web on it), it must show that he was happy and that he would stay there. So there was nothing else to do."



A third book in this collection is "What will be, what will not be?", a recompilation of fhyms, puzzles, and popular refrains. Children of all ages are fascinated with this such that this has become a best seller.

- 3) Nature and Ecology. This collection of books is to be colored, but not the traditional way that we don't like. The idea is to present a scientific book where the children learn by doing. When they color a corocoro, they will learn not only the colors of the bird, but also the form of its wings, its legs, its habitat, etc. The reason for coloring the book in the first place is to stimulate the child's participation, and in the second place because it would be too expensive to do it in four-color printing.

Another participation book without text is "What happened?" The illustrator draws different situations, mainly humorous, but without ending them. Therefore, the child completes the illustrations.

Another collection which is in the preparation phase is "This is the way we live." Aspects of daily life, of real life in the country and the city are shown, where the children take active part in resolving problems.

Another collection, "Ponte Poronte," is geared to children 3 to 6 years old and touches warm and familiar themes such as care of teeth, the first day of school, a birthday present. The collection "Our people" treats different groups of people who live in Venezuela.

"Love and fright" is another collection for children 11 and on, with more text. Books of intrigue, love, and suspense are liked by adolescents.

"Creole Stories," within which are presented the very Venezuelan relations of "Uncle Tiger and Uncle Rabbit," are understood by children very well.

Among the translations, I would like to mention "Rewarded Curiosity" for parents with questioning children. The Brazilian story "Tail of the cat" is for beginning readers.

### 3. Problems that confront children's published in Venezuela

- 1) The high cost of preparation and production.
- 2) The lack of specialized personnel. There are very few children's illustrators, very few children's writers, and no editors.
- 3) Lack of knowledge on the part of teachers, parents, and educators about the market because there are no reviews where they can see what has been published for children.
- 4) Lack of libraries. Here it is important to promote school libraries because they form readers and create the reading habit.

### 4. Positive Aspects

- 1) We may be pioneers in this field, pioneers in the sense of accomplishing a systemization of publishing production because in Venezuela, before the Banco del Libro, there were many people who had produced my valuable things in children's literature, but, apart from Márcaro, there hasn't been any systematic publication.
- 2) We must awaken great interest and receptivity for books at all levels: children, teachers, parents, and the public in general.
- 3) The field of work for authors and illustrators of children's literature must be increased; it is a source of vast and valuable human resources.
- 4) I would also like to feed our field by seeing a receptivity on the part of the Ministry of Education. Although it has started for books, it isn't there for textbooks. The best thing of all is the creation of library networks pushed by the National Library and ultimately the possibility that the Ministry of Education will put out Decree 188 and get it functioning as a result of this conference.

THEME:

NEW IDEAS AND TRENDS IN SCHOOL LIBRARY WORK

BASIS OF A CURRICULUM SYSTEM FOR THE TRAINING OF LATIN AMERICAN AND  
CARIBBEAN EDUCATIONAL LIBRARIANS. CONTRIBUTION TO THE THEME.  
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### A. Introduction

Venezuela is one of the young countries of the Third World, which because of its strategic position in Latin America and the basic of the Caribbean, cannot maintain the margin of reality surrounding it.

This circumstance within the country's democratic system, constitutes a frame of reference that does not have the influence and does not reflect itself in action in its own social system. It should be projecting itself more into the frontiers through educational action that may take care of problems that affect our society.

After realizing these factors with relation to the general theory of the system, it could contribute to the evaluation and the necessary changes in the different educational, geographic, and political fields that face our social and historical reality.

In this systematic sense, we have wanted to orient this work as a contribution to the theme "New ideas and trends in school librarian work."

We share the idea that none of the programs related to school library work should be confronted with practical delimitations or by the margin of a social, historical, political, and educational context. It is obvious that these circumstances weaken the significance of school library services conceived in systematic form as well as the transference that the educational system can offer in order to achieve social changes and the type of human who demands the development of our country.

The traditional changes from the point of view of conceptual ideas have been seen to operate in the social system of action of our people. They take a philosophical focus on the education of today and in the future. Among these factors are the ones that move us and encourage a curriculum system design that will give major relevance and significance as well as to the training of the educational librarian at an occupational level within the context of the region in which he works.

### B. Brief diagnostic impressions. Considerations.

The studies carried out in Venezuela and other Latin American countries, which strive to diagnose the conditions and possible school library service development, infer that we face common problems in achieving organization and efficient functioning of the library system as an infrastructure of the

educational system in which it fits. At the same time, it is conditioned by the system of social action in which it is involved. In this sense, we believe emphatically in two basic conditions: a conceptual type and a new philosophical platform.

- From the conceptual point of view, the social system of educational action has suffered radical changes that create a new philosophical platform.

Here are facts justifying the sector of educational libraries:

- The family and the community are an integral part of the educational process and the necessary foundation of technical support.
- The primary school is converted into a basic school; in other words, it prolongs education to eleven or nine grades.
- Education is continual, permanent and conceived as training and service development.
- Higher education is prolonged to the 4th level (Masters-Doctorate) and up to the 5th level (Post-Doctorate).
- Moreover, there is the possibility that the formal educational system will disappear and that learning resource centers will be created. (Ivan Illich).
- Among the common practical problems detected, which affect the development of our school library services and which we suggest and will dominate education and in order not to limit the concept of primary school and academic education because this forms part of the educational phenomenon in general and of the social system of action is evidence of the need to know quantitatively and qualitatively the professional and paraprofessionals who must be trained at the different levels. This is necessary in order to act and efficiently take care of the organization, the development, and consolidation of educational library system. These should be conceived as infrastructures of the social system of action in which education occupies a large role.

In Venezuela, we have proved that to satisfy this necessary objective is not an easy task in a short time, but neither is it impossible to achieve. The imposing task relying on numerous and high-quality professionals necessary for the establishment of the National System of Library and Information Service (SINASBI) contemplated in our hierarchy search, has been

converted into a pressure that exerts organizations to implant or treat the developing information and library services. It is also a preoccupation of institutions responsible for forming human resources that require the aforementioned system.

In the special case of school libraries in the country, the need to train qualified personnel in that specialty has been still more evident through the Presidential Decree 188, of 27 June, 1979, in which the creation of the System of School Librarian Services was contemplated.

In order to approach this problem in a systematic and effective way, it was considered convenient if the institutions responsible for training human resources in this field of specialization would unify criteria, efforts and resources, with the goal of setting the bases of curriculum design for the training of an educated librarian, who by preparation and attitudes, would be capable of attending to the growing demand for information and educational needs of the population, from which extends their radius of action.

This motivation and the interest to share experiences with other countries made it possible for representatives of different institutions such as the School of Library Sciences and Archivists of the UCV, the Ministry of Education, Banco del Libro and the Executive Secretary of the National System of Library and Information Services together to reflect on the need and importance of finding the best way to face the responsibility of training the educational librarians required.

The project that we present here is the basis for preparing a curriculum for the training of educational librarians and is founded on the following considerations:

- The present conception of education has an obligation educational librarians, as ascribed to different educational subsystems.
- The diagnostic impressions made in Venezuela and several Latin American countries relative to the training that educational librarians have establishes the need to update and increase the number of educational professionals.
- The need to conceive of the training of professional and paraprofessional educational librarians in a systematic focus in order to rationally attend to the requirements of the System of Library



and Informational Services in each country. This will allow us to carry out an investigation in order to define the professional profile of the educational librarian.

The profile study, together with the diagnostic, quantitative impression in the theoretical conceptual framework would constitute the fundamental basis for the design of the corresponding curriculum.

The curriculum design will be determined within the systemic conception for the conceived theoretical framework and the exit profile at different levels of training.

Provided this proposition, we have established the following research objectives:

### C. Objectives

#### 1) General Objectives

- Divide the different levels of responsibility of educational librarians within the social educational system.
- Know the qualitative needs of educational librarians by means of analyzing the demands of activities and tasks that are developed in the media center.
- Study the occupational market demand for educational librarians.

#### 2) Specific Objectives

- Know the activities and tasks relative to the diverse functioning that, to a greater or less degree, follow the process of the educational librarian.
- Analyze the scientific knowledge and theoretical areas that the educational librarian must face in order to accomplish his functions (activities-tasks).
- Note the mental ability and motor skills that the educational librarian must develop.
- Investigate what values and attitudes conform to and orient the conduct of the educational librarian in the development of his functions.

### D. Reference Framework

In order to define the objectives, the theoretical framework and our research methodology, we consulted specialists and asked the advice of Dr. Zoila Bayley, who, with great logic and coherence, gave us the directions

in order to proceed once the following questions were cleared

- How is our social, educational system formed in relation to information?
- Are we in agreement with such systems and information resources that we make available?
- Are we in agreement with the training given to educational librarians by our institutions?
- Is the present librarian capable of taking care of information demands and serving as an agent of transformation in a country that is subject to accelerated changes in order to accomplish development?
- Of what significance is the definition and analysis of the professional librarian and what advantage is it to our report?
- What will be the research methodology used to define, analyze, and describe or diagnose a professional and concrete profile of the educational librarian, in order to achieve the resultant hopes?
- What levels of desirability and facility exist in order to create a coordinated system of educational librarian training for Latin America and the Caribbean?
- To what conclusions and recommendations will we arrive in this meeting?

#### E. Work Agenda

The path in order to clear up the formulated questions and to reach the research objectives and the proposed action plan, is the design and development of a total curriculum with systemized focus, for which the following scheme is proposed:

##### 1. Justification

- a. The motivation and interest that exist in the institutions and personnel involved with the development of library and information infrastructures and with the training of professionals that the country demands quantitatively and qualitatively, in order to fulfill the legal ordinance that calls for
  - "The planning, organization, and progressive development of the National System of Services Libraries and Humanistic, Scientific, and Technological Information; of Archives and

Informative Statistics", according to Presidential Decree 2531 of 3 January, 1978.

- The creation of the Autonomous Institute of the National Library and Library Services "as a nucleus charged with promoting, planning, and coordinating the development of the National System of Library Services within the framework of the National System of Service of Librarians and Humanistic, Scientific, and Technological Information".<sup>1</sup>
- b. The diagnostic impressions obtained in Venezuela and other Latin American countries in the matter of educational librarian services.
- c. The programs developed and the results obtained in training educational librarians at different levels and the projects presented by public and private institutions, which constitute a significant background that should be taken into consideration in order to define the actions to take in the future.
- d. The accomplished efforts and the interest manifested by diverse institutions, organizations, and personnel in the national, regional, or international in order to unify criteria and gather efforts through programs or conventions of cooperation and transference of experiences to give the most adequate training to educational librarians. (Examples: Andres Bello Agreement, OAS, Unesco, COPEBU, Banco del Libro, UCV, etc.)

## 2. Conceptual Theoretical Framework

### Concept of the Educational Librarian

We allowed ourselves to propose as a first definition:

"Educational librarian services have, as a goal, to be an integral part of the educational process and factor of renovation and stimulus of education, putting in reach of the persons to be educated, of teachers, and the members of the community surrounding the educational establishment, a great variety and rich-

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<sup>1</sup>Law of the Autonomous Institute of the National Library and Library Services. Article 4. Declared 27 July, 1977.



ness of appropriate educational materials, of adequate equipment, and services that facilitate learning and improve the formation integral to the individual at all levels!"<sup>2</sup>

It is because of this that we justify the need for educational librarians capable of developing activities and library tasks that reach the goal of educational library services and the objectives of the academic program.

In other words, by their educational, preparation, competence, and efficiency, as well as by the capacity of library technology and teaching methods, service, education, and positive attitudes that can carry out their change, all of these convert the quality librarian into a mediating agency and innovator in order to achieve excellent education.

In order to have quality librarians we need to select human resources and to train them adequately. In the case of Venezuela and other developments we know the type of training to give school librarians by means of diagnostic impressions. But do we know if we are in the condition to determine objectively what and how the training should be that we impart to librarians in order to carry out the role that corresponds to the social, educational system?

To determine this is not a question of improvisation, but rather should be the object of previous research. We must know:

- The needs of the social environment according to the policy of the educational system.
- The epistemological dimension that states that librarianship is a science or technology, in order to focus information systems relative to education of today and the future. This will serve as a frame of reference in order to define and analyze the professional profile of the educational librarian and as a source for curriculum design.

We believe it necessary at this time to particularize what we mean by a professional profile and to that end we will report, analyze, and define it.

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<sup>2</sup>This definition was prepared with modifications to be the concept of goals for school librarian services, which appears in the Taxonomy of Librarian Services in Venezuela. Banco del Libro.

The professional profile constitutes the process of training in the field of education. But in the job market, this is a way out of the system itself. The profile defines the complexity of the role that the professional (educational librarian) has in relation to other complementary roles in the system (in this case, education); it describes the orientation, theory, practice and culture sphere that should be part of training, permitting the emergence of reality in conjunction with all the expectations.

The expectations of the complementary roles produce two levels:

- real expectations that are the processes which here and now must be developed in the role in question; and
- ideal expectations that are the processes, which as an innovative factor in the system, should be integrated into the role.

The real expectancies portion of the profile, that is to say, of the social system of action in present temporal circumstances, necessitates that the personal fulfill the role-status ascribed so that the system functions in a state of equilibrium.

The ideal expectations allow the definition of the ideal profile; that is to say, the social system of action needs the professional in order to assure the innovations, modifications, and changes that it will guarantee the community or the social system thanks to systematic progress or radical change.

The profile is a useful instrument because it permits taking educational and job decisions, at the same time constituting a description so analytical that it can be utilized in psycho-dynamic processes to accept and understand what a person can hope for within a determined role-status, and as a fundamental base for curriculum design and plans of study.

### 3. System of Action of the Educational Librarian

To define and analyze the profile of the educational librarian required to develop librarian systems in Latin American and Caribbean countries includes:

- a. Determine the radius or system of action that the librarian faces at:
  - the pyramid of the education system
  - the job and current educational pyramid of the educational librarian
  - the ideal educational job pyramid

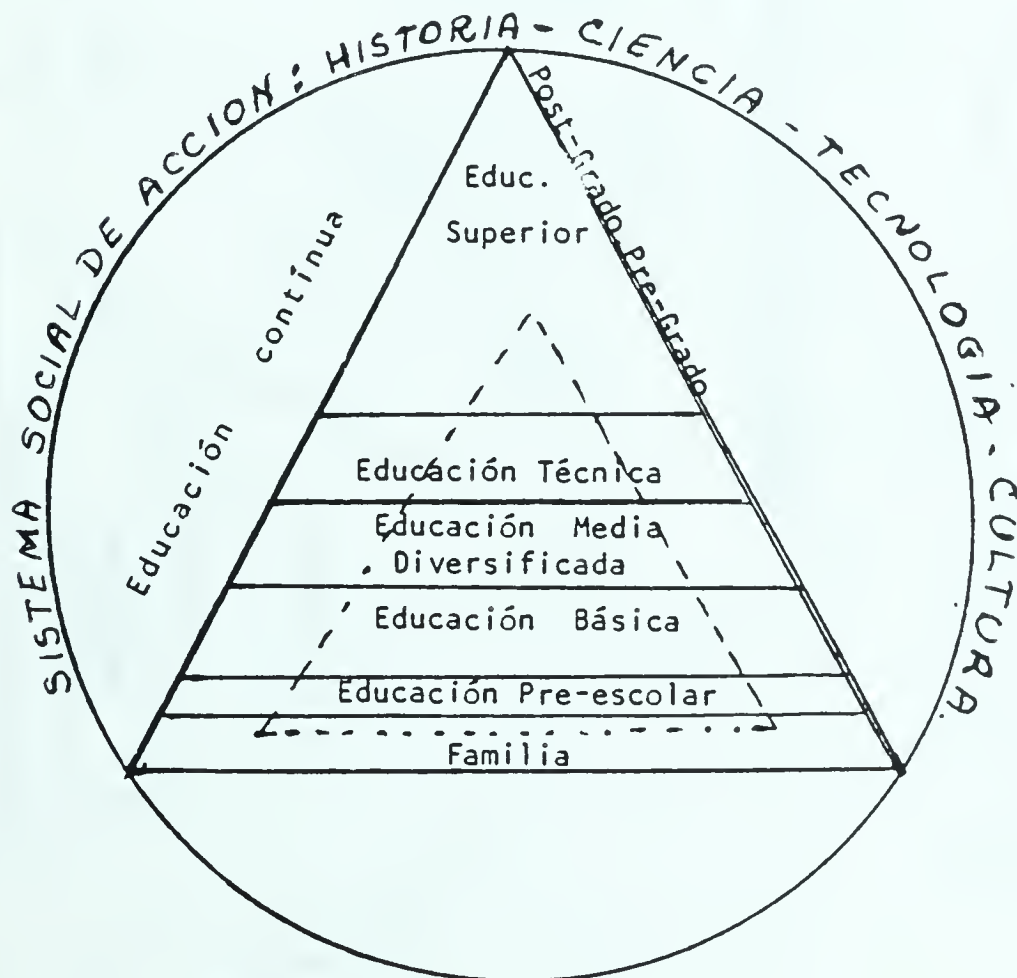
- b. Prepare a basic scheme for an integrated curriculum, on which will hang the training of educational librarians who can give efficient service at the national level and will be prepared to take care of the educational social system requirements at the national as well as regional level.

To illustrate the above, permit us to present the action system of the educational librarian in our country.

In Venezuela, the radius of action of the educational librarian is a part of and reflects, with major or minor intensity, the following social system and sectors of the educational system from which the information resources are found in order to attend to the integral necessities of the subject (educational experimentation, research).

Fig. 1.

System of Action of the Educational Librarian

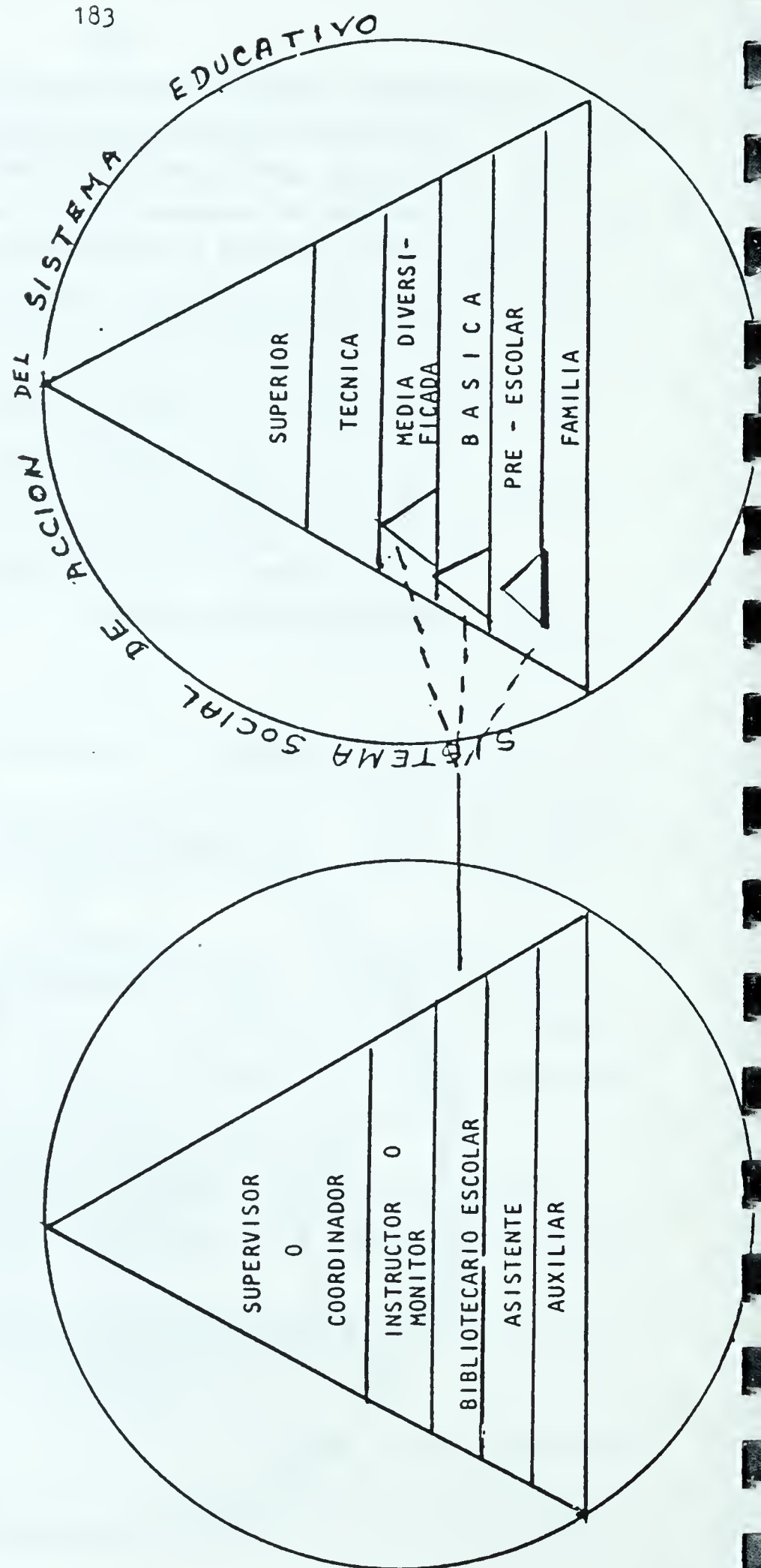




In the educational system and the sectors that it forms, is found the integrated subsystem of the job and educational pyramid of the labor field in which the school librarian fulfills his actual role. It is necessary to divide his job pyramid.

Figure 2

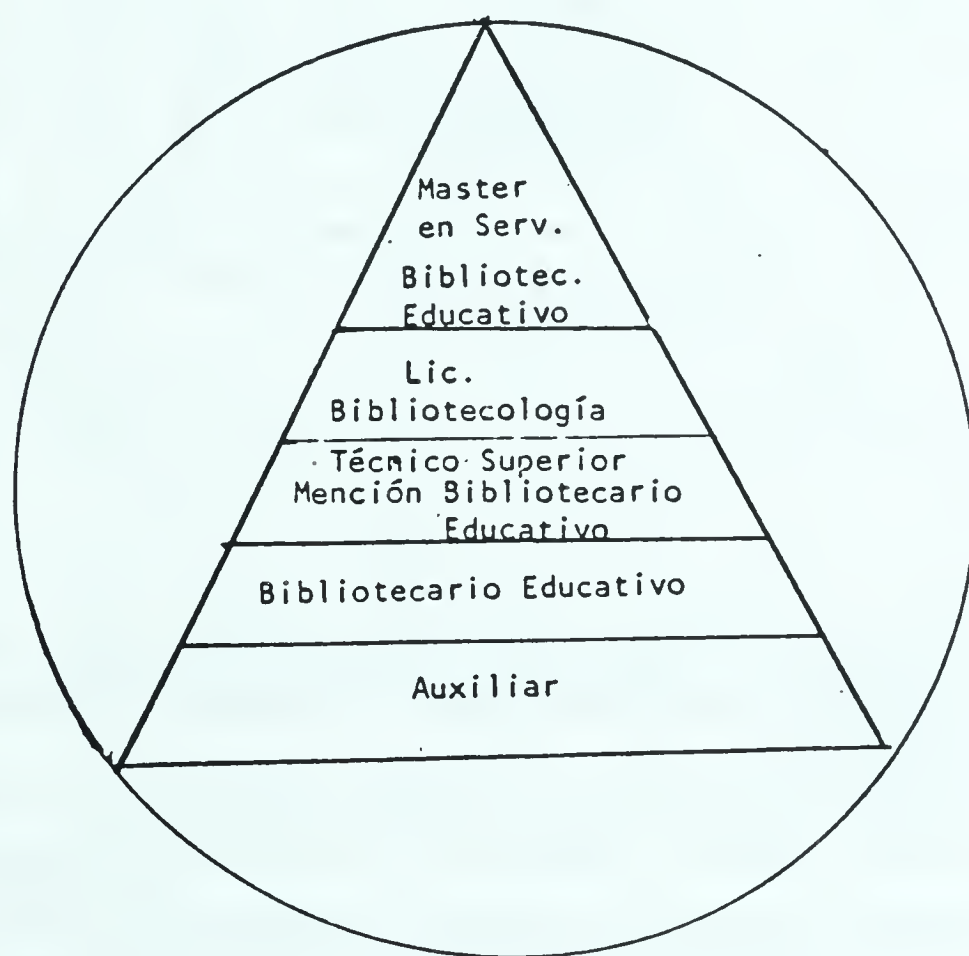
# OCCUPATIONAL-EDUCATIONAL PYRAMID OF THE PRESENT SCHOOL LIBRARIAN CONNECTED WITH THE JOB PYRAMID OF THE EDUCATIONAL SYSTEM



The research methodology for the definition, description, and study or diagnosis of the professional academic profile of the librarian in different areas of specialization, within the frame of reference of the social system that is education, will arrive at integrally defining the concerns of existing work. In consequence, the ideal pyramid of the librarian will be determined by the following levels of training in conformance with the demands of the National System of Library and Information Service.

Figure 3

LEVELS OF TRAINING FOR THE IDEAL PROFILE  
OF THE EDUCATIONAL LIBRARIAN



The academic-professional profile can determine the following ideal job pyramid within the present educational system.

Figure 4

IDEAL OCCUPATIONAL PYRAMID OF THE EDUCATIONAL LIBRARIAN



4. Proposed project to prepare the basic schema of an integral curriculum upon which to base the training of the educational librarian

We have mentioned that the study of the educational librarian profile will constitute, together with the quantitative diagnostic impression and the conceptual theoretical framework, the fundamental base for the training of educational librarians at different levels.

The description of the integral curriculum for all the levels of the job pyramid and the educational subsystem prepared by means of the profile of departure, will obtain the research results that have been initiated.



## 5. Methodology

The methodology used in order to arrive at the basic schema for the curriculum in question is based on the utopian-concrete model proposed by Dr. Zoila Bayley in her document "The systematic focus as a methodology for the description of the professional profile."

The instruments used for the collection of information are two questionnaire (annexed) and will permit us to know the present situation of the practicing educational librarians and the expectations that the social-educational system have in order to define the ideal profile of the librarian in the educational market.

For the analysis of the profile we have used the "Matrix of the 40 cells of information", which permits the description of the professional profile of the educational librarian within the social and educational system to which it corresponds in actuality.

The methodology, which employed the utopian-concrete model for curriculum design, has been tried out with success in the definition of professional profiles in other disciplines and consists of the following

- a. Determine the universe of inquiry as two joining ones.
  - the universe for the study of the real profile formed within the official sector (pre-school, primary, intermediate, technical, and higher) that fulfills functions related to the training or development of educational librarian services.
  - the universe for the ideal profile integrated by the persons who give the training or those high level persons having an educational perspective in relation to the library and information services with those who must teach the country.
- b. Fieldwork

A previously trained team will interview each member of the sample determined in the universe of inquiry.

The semi-directed interview will be based on those items in the questionnaire dealing with the 10 big aspects that compose the 40 cells of information.

Two questionnaires will be applied to the actual profile by one that will apply to the ideal profile.

MATRIX FOR THE DESCRIPTION OF THE PROFESSIONAL PROFILE

ACTIVITIES/TASKS	KNOWLEDGE	ABILITIES/SKILLS	VALUES/ATTITUDES
1. Investigation/experimentation			
2. Diagnosis			
3. Decision-making			
4. Planning			
5. Programming			
6. Design for execution			
7. Execution			
8. Orientation/Supervision			
9. Evaluation			
10. Self-information			

c. Profile Description

For these, we will achieve a trial run that will give us partial results with a small sample in order to define the professional profile of the Master in educational librarian services; this has as a goal to probe the effectiveness of the matrix of the 40 cells of information, which gives a total structure that tends to repeat itself like a regular pattern in the description of the professional profiles (ideal and real). These results will give the framework of desirability and facility for the design of teaching programs; that is to say, the academic profile within the system that acts as a profile of entrance at the necessary level of the student, taking into consideration the physical environment, the educational technology, and teaching method, etc.

The curriculum schema will conform to: the aims, objectives, standards to fulfill, plan of studies, organization, legislation and proceedings to follow, all of which will be the object of systematic and formative evaluation.

F. Conclusions and Recommendations

1. Adopt the name of educational librarian because the term is more adequate for the present and prospective concept of education.
2. Have the necessary field research that permits the definition of the conceptual theoretical framework and the educational librarian profile in different occupational levels for Latin America and the Caribbean.
3. Propose the creation of a multidisciplinary and multinational team that, in short stages, presents desirable and achievable alternative, for the rational and efficient training of professionals to satisfy the educational needs in the total sense expressed here.
4. We permit offering the experience Venezuela can get to apply curriculum design that encourages the training of educational librarians in Latin American and Caribbean countries.
5. To recommend that the institutions involved with the training of school librarians unify criteria, achieved efforts, and resources in order to become the Multinational Project proposed here.



6. To organize a National Commission of Human Resources of different countries in order to support and participate in research of the quantitative and prospective needs of the library in the present and future society.
  7. To recommend to official organizations responsible in each country in the region to define librarians as a function of the job pyramid and the field study suggested.
- 

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## APPENDIX 1

QUESTIONNAIRE FOR THE INTERVIEW ON THE REAL  
PROFILE OF THE EDUCATIONAL LIBRARIANS

(At the levels of: Master - Licenced/Certified - Technician - Teacher -  
Assistant and Auxiliary in Educational Library Service)

1. Do you fulfill activities and tasks of<sup>1</sup> \_\_\_\_\_  
in the practice of your profession? Yes \_\_\_\_ No \_\_\_\_
  2. What activities and tasks do you fulfill in your functions \_\_\_\_\_?
  3. What knowledge is necessary for you to employ to fulfill your functions  
of \_\_\_\_\_ ?
  4. What abilities (mental) and skills (motor) must you rely on in order  
to fulfill the activities and tasks of \_\_\_\_\_?
  5. What values and sttitudes necessitate the \_\_\_\_\_ in order  
to fulfill the activities of \_\_\_\_\_  
pointed out by you?
- 

<sup>1</sup>Investigation-experimentation; diagnosis, decision-making, planning,  
programming, design for execution, execution, orientation-supervision,  
evaluation, self-information.

CURRENT DEVELOPMENTS IN EDUCATION AND SCHOOL LIBRARIANSHIP IN GREAT BRITAIN

Presented by Michael J. Cooke, Senior Lecturer, College of Librarianship  
Wales

Education

In Britain, as in other parts of the world, there is evidence that society is changing and that these changes are affecting the pattern of education and in turn the provision of resources and the development of school libraries.

Many of these changes will be equally true of Venezuela and I have no wish to dwell on them. Perhaps if I list a few of the changes that I think are important on the British scene discussion can indicate their relevance to Latin America.

- (1) Contemporary society has become more urban in character and this has meant new relations between people and between people and institutions.
- (2) This same urban society is showing much greater cultural diversity. Some of our towns have seen a large influx of immigrants and some of the schools within these towns may have up to 75% or more of children of ethnic minorities.
- (3) Urban society is tending to become highly organized with groups becoming stronger pressure forces in the society. For example the National Front Party, a racist, anti-immigration body is making its presence felt in many towns and have developed a youth movement which is causing problems for schools where they are actively campaigning. They are particularly causing problems for school libraries by making literature readily available to them and the school librarian is having to decide whether to house it or not.
- (4) Instant world-wide communication is exposing students to the current issues in society as perhaps never before, and they find themselves caught up in philosophical conflicts.
- (5) Student activism is a fact of life and schools are having to find ways of making this activism beneficial.
- (6) There is strong evidence to suggest that children in schools now may have to face "continuous education" as the norm rather than just for an academic minority. They will need to retain,



move into new work areas, several times during their working lives.

- (7) An increase in leisure time. If British Trade Union intentions bear fruit, we could find ourselves with a three day week-end very soon.

We are probably all familiar with the general international pronouncements about the modern factors that influence curriculum development but I can perhaps emphasise that it is affecting British Education by quoting from a Welsh Education Authority (I am sure I do not need to tell you that Wales is not normally seen as progressive and radical in this regard).

In an Information Bulletin that went to all schools, this authority noted five important tendencies in modern society:

- (i) the declining demand for unskilled labour
- (ii) the greater expectation of life - education must be life-long-accommodating personal renewal and re-equipment for changing employment
- (iii) the rapid obsolescence of information - the child must learn how to learn; ways of inquiry rather than collections of factual information
- (v) increasingly less distinction between the social roles of men and women

This authority argued that in order for the secondary school curriculum to be relevant to the real (and changing) nature of knowledge, man and society consideration must be given to the pupils' needs (physical, social, emotional, intellectual, and vocational) as well as the influence of the community and society.

The clear implications inherent in these points are:

- (a) new curricula will be needed for all children and particularly the less academic child
- (b) education must be seen as a life-long process
- (c) children must be given the skills to retrieve information rather than given collections of factual information.

### School Libraries

One of the characteristics of the British school library scene is the lack of uniformity, the variation in approach from one Local Education Authority to another.

I think this is mainly because there has been no positive lead or direction given by the Department of Education and Science, the central government body responsible for all levels of education in the United Kingdom and also responsible for library development generally. They have over the years produced a few reports, made the right sort of noises, but have issued no directives which have made it binding upon Local Education Authorities to do any more than provide a room which can be labelled "school library" and used for that purpose occasionally. No guidance has been given about staffing or even about a budget for library materials. It is left very much in the hands of the local authority or even one might say in the hands of the Head of the School for the British scene, the head has a great deal of local autonomy and power and without his support no school library will develop far.

So, as I said earlier, a great deal of variation is possible.

1. The School Librarian could be appointed by the County/Borough Library Service operating in the school during term time and reverting to County Library staff in the vacation
2. The professional librarian (chartered by the Library Association) could be appointed by the Local Education Authority to an individual school with the same conditions of service as teachers
3. Several schools sharing a professional librarian appointed by the Local Education Authority or the County Library Service
4. Teacher-librarians with a variety of training

Alongside these possibilities some County and Borough Libraries may run a centralised Schools Service either instead of professional librarians in schools or as well as. The services that are provided through this central service vary considerably also from those that just provide supplementary books on a regular basis to primary schools, to some authorities who provide full resource materials in all media to support project work being undertaken in schools.

Perhaps the most useful thing I can do is to look in more detail at two of these centralised services.

### Inner London Education Authority (ILEA)

This is the largest of the L.E.A.'s in Britain, being responsible for approximately 1200 schools and colleges. It was one of the first authorities to appoint full-time professional librarians to its secondary schools and is probably the only education authority in Britain that runs a completely independent library service, with no official connection with the various Borough Public Library Services-though there is much cooperation in evidence.

Over the years the ILEA has developed a growing network of services to support the work of the teachers in the authority. They have had an Education Equipment Centre and a thriving Education Library Service for many years and later added a television service which has been actively producing programmes for use in the authority's schools.

In 1971, a Media Resources Centre was established to support and encourage the use of learning resources. Its stated aims are

1. to provide information about the growing range of commercially produced learning materials with facilities for previewing them
2. to work with teachers to produce materials to support curriculum development

Since its inception, this centre had been actively involved in producing learning materials with the help of a team of teachers, seconded on a regular basis from the authority's schools. These teachers are supported by designers, technicians, librarians and administrative staff to form a production team. Many of the ideas have arisen as a result of identified curriculum problems and new materials have been designed, developed and reproduced in quantity for purchase by the schools at a subsidised price.

In 1977, many of these support services developed by ILEA were integrated into a Learning Resources Branch under the same roof. This has brought together the Library Service, the Media Resources Centre and Information Service together with a Learning Resources Advisory Team and the Exhibition and Loan Collections.

Another unique service developed by ILEA is a kind of "task force" called a Resources Support Group which is intended to help schools develop "Resource-Based Learning". The group consists of three librarians, and three media resource officers supported by two clerical officers and two audio visual technicians. They can spend some time in a school in order to



accomplish a special project.

The Inner London Education Authority currently employs some 500 professional librarians and over 400 Media Resources Officers.

#### Wiltshire County Library Service

In contrast to ILEA Wiltshire has an enviable reputation for its centralised system of Learning Resources-a multimedia collection giving support to all schools in the county. In 1978 there was still only one professional school librarian's post in the authority. In the majority of the secondary schools in Wiltshire responsibility for the library resources is allocated by the Head Teacher to one of the teaching staff with the help of a part-time or full-time clerical assistant.

So often in the British situation, the professional librarian is classed as non-teaching staff for which schools are allocated a global sum of points based on the number of pupils on the roll. Within the global sum each school is free to determine its own priorities for non-teaching staff which includes clerical assistants, laboratory and workshop technicians. It can be seen therefore, that provision of a professional librarian must compete with the demands of the Science and Craft departments for technicians and the administration for clerical assistance. You can perhaps appreciate what I said earlier about the importance of the Head Teacher in this position.

Many of these County Schools Library Services have a publication role. Wiltshire produces a Resource Directory, which acts as a guide to the resources available in the county. They also publish a Subject Index which is a list of classified subject headings based on the Dewey Decimal Classification. When there are so many untrained teacher-librarians responsible for school libraries in the county, this is a useful document to have available for them.

Other publications produced by other School Library Services are reviewing journals and newsletters and a variety of guides, posters and booklists.

Like many others, Wiltshire have a Projects Collection "multimedia collections supplied to meet their teachers requests every term. Information and inspiration are available in a variety of media. . . . If a project collection is immediately available, it will be delivered to the school within ten days of the telephone request. . . . Project collections are issued for the period of the current school term with the facility for renewal".

Another valuable service offered by many School Library Services is a Centralised Purchasing scheme which enables school libraries to take advantage of discount obtained by bulk purchase and also ensures that stock arrives in the school catalogued and processed ready for the shelves. In conjunction with this there may be an exhibition collection where the latest publications can be viewed by teachers and librarians or even, as in Wiltshire, a mobile library taking such as exhibition collection round the schools. In the case of Wiltshire non-book materials are also available for purchase through this scheme.

Most School Library Services provide some form of bulk loan service to schools. They vary from the loan of a small collection of books to primary schools to large exchanges of books to both primary and secondary schools.

Wiltshire has such an exchange service. Each school holds as part of its stock a collection of books supplied by the Library and Museum Service. An agreed number of these books may be changed when the mobile library visits the school.

There are four Area Children's and Schools Librarians responsible for the services in Wiltshire and they visit the schools with the mobile library at regular intervals and this is an opportunity for advisory work on the use of resources.

Other services offered by School Library Services include in-service training programmes and regular meetings and workshops for those responsible for school libraries in their area.

This has been a very brief glimpse of the current scene in British Schools. The world economic situation has seriously affected the resources made available to school libraries in Britain over the last few years. Even so some Education Authorities have continued to appoint full-time librarians to schools and to maintain and even develop their services, but it would still be true to say that the strength of the school library picture is the service provided to schools through the Public Library rather than well appointed individual school libraries.

SCHOOL LIBRARIANS' TRAINING IN JAPAN

by Mieko Nagakura

Three basic components of modern library are library premises, materials and librarians, as you know. Back in 1953 in Japan, we had to decide the priorities among the above three components at the enforcement of our "School Library Law" because of financial problems after the big war. We gave the first priority to library premises, the second to materials, and the last to librarians. This decision has hampered sound development of our school library. The reference quoted below from a new publication of Japan Library Association, Libraries in Japan (1980) proves this fact.

**SCHOOL LIBRARIES**

Under the postwar Education Act, the present 6-3-3 system was established. The first nine years of education are compulsory. Following the enactment of the School Library Law in 1953, 93% of approximately 40,000 primary, junior high (middle) and high schools now have school libraries.

Schools	Average No. volume	No. of Books per student	Budget		Teacher-librarian
			Books	Others	
primary	4,428	7.5	¥ 302,000	¥ 421,000	27%
middle	6,566	8.9	449,000	814,000	38%
high	13,489	15.1	1,012,000	1,440,000	89%
(as of 1979)					

Nevertheless, in 1979 statistics show that primary and junior high (middle) school libraries are still inadequately financed, staffed and stocked. Only one third of the school libraries have a full-time teacher-librarian. Most of the teacher-librarians are graduates of junior colleges and have a "certificate of teacher-librarian" with eight credits in library science in addition to a "certificate of school teacher." Even though universities and junior colleges offer courses for teacher-librarians, it is impossible to improve the personnel problem unless Supplementary Provision No. 2 of the School Library Law is amended.

(School Library Law, Supplementary Provisions:

#2 Schools may defer compliance concerning teacher-librarians for the present, notwithstanding the provision of Article 5, paragraph 1.)

Librarians cost much more than buildings and materials. However, if a library would have a good librarian, the librarian will run around, and somehow will acquire some money for materials and persuade the school administrators to remodel a school room into their library. Give the first priority to librarians for the development of school library.

There are three categories of opportunities for the training of school librarians in Japan. The first is the formal training at universities and



colleges to attain "certificate of teacher-librarian", the second is the in-service training programs offered by local education authorities, and the last is workshops, study meetings and conferences planned and executed by local and national professional organizations of school librarianship. In the first category, it is notable that students who take teacher-librarians' certificate courses are increasing rather rapidly. In the second category, there is a tendency to put more emphasis on dissemination of instructional methods for library skills as fundamental learning skills. In the third category, discussions on school librarians' responsibility in educational innovation are in fashion.

#### FORMAL TRAINING AT UNIVERSITIES AND COLLEGES

A "certificate of teacher-librarian" is required by "School Library Law" to be appointed as a teacher-librarian. (See Article 5 of the Law)

<p>School Library Law 1953 (Law No. 185)</p>	<p>(<i>Librarian Teachers</i>):</p>	
	Article 5.	<ol style="list-style-type: none"> <li>1. Schools must appoint a teacher-librarian who shall perform the special duties of having charge of school libraries.</li> <li>2. Teachers shall be appointed as teacher-librarian mentioned in the preceding paragraph. In that case, the teachers concerned shall be those who have finished short course for teacher-librarians.</li> <li>3. The short course for teacher-librarians as provided for in the preceding paragraph shall be given by universities at the request of the Education Minister.</li> <li>4. In relation to the short course for teacher-librarians the subjects of study, required units, and other necessary items, to the exclusion of the particulars enumerated in the preceding paragraph, shall be designated by the Ministry of Education Ordinance concerned.</li> </ol>

The subjects of study, required units, and etc. for the certificate are designated by the Ministry of Education Ordinance. They are:

Introduction to School Librarianship	1 semester hour
School Library Administration & Management	1
Selection of Library Materials	1
Technical Processing of Library Materials	2
Utilization of Non-book Materials	1
Reading Guidance of Students & Children	1
Library Skills Instruction	1

Majority of college and university students in social sciences and humanities would take "certificate of teacher-librarian" without having definite intention to be librarians. The below quotation from Libraries in Japan

shows general view.

There are 94 universities and 90 junior colleges that offer a minor in library science with 19 credits for a "certificate of librarian." A "certificate of teacher-librarian" is awarded after 8 credits in library science. In 1978, 5,130 students attending universities and 7,354 students attending junior colleges were awarded a "certificate of librarian" or a "certificate of teacher-librarian" or both. In addition, eight universities offer two-month summer courses and three universities offer correspondence courses all year-round. Graduate students can major (specialize) in library science in the Faculty of Education at Tokyo, Kyoto and Hiroshima universities.

#### IN-SERVICE TRAINING FOR TEACHERS

Each local government which is also education authority in Japan establishes educational research institute. Such institutes are responsible for practical studies and experiments on school education in their own communities and provision of in-service training programs for teachers. According to the most recent survey conducted by the National Federation of Educational Research Institutes of which headquarters is our institute, 21 out of 56 such institutes (38%) offer regular training programs on school librarianship for practicing teachers. Aims, contents, professional levels and duration of such programs vary. Attendance to such programs are not compulsory, but local government furnishes all travel expenses, room and boards for all attending teachers.

#### ACTIVITIES OF PROFESSIONAL ORGANIZATIONS

School Library Division of Japan Library Association has about 300 individual memberships. Besides annual national conference, each local group offers study meetings and workshops during weekends and vacations.

Japan School Library Association is a federation of 63 regional school library associations representing 25,000 schools. School principals and teacher-librarians are designated as their members as ex-officio. Each regional association keeps autonomy, and provides abundant opportunities for professional growth through monthly meetings. More than 3,000 teachers and librarians participate in the National Conference which is held bi-annually in different parts of the country. This year, in August, the National Conference at Morioka will offer 80 different sessions of lectures, speeches, demonstrations, reports, overseas reports, discussions and visits during three full days.

AUDIOVISUAL TRAINING COURSE FOR SCHOOL LIBRARIANS AND SCHOOL TEACHERS  
AS LIBRARY USERS IN LATIN AMERICA AND THE CARIBBEAN

Presented by Prof. Hugo Acosta Cadena

The audiovisual training course for school librarians was made up by the Educative Documentation and Information Division of the Colombian Ministry of National Education which is in charge of the planning and coordination of the school libraries National Programme- in conjunction with the Regional Center for Book Development in Latin America and the Caribbean, CERALAL.

1. REASONS AND BACKGROUND

Most Latin American and Caribbean countries have initiated school libraries national programmes, or have taken the decision to do so. One of the main difficulties they have faced is the lack of human resources, qualified enough to handle school libraries.

The size of this training task has implied the need to employ a methodology to apply the advanced educational technology, allowing thus, a maximum improvement of results in quality as well as in quantity.

On the other hand, the training has been traditionally focused towards the handling of bibliographic techniques, partially neglecting the aspects related with school library and curriculum, the teaching-learning process, the creation of reading habits and children's literature.

2. OBJECTIVES

2.1 General Objective

To fulfill the training needs of librarian teachers in a school library's programme or system.

2.2 Specific Objectives

- To reduce training costs of the librarian teacher through the employment of educational technology and cover a larger population by making use of material of an easy reproduction which requires a minimum of human resources for its administration.
- To motivate the course users on the importance of the school library and its relation with curriculum.



- To motivate the course users on the importance of the school library and its relation with curriculum.
- To establish basis and norms for material processing.
- To motivate in the teachers, the need to create reading and research habits and to provide them with the appropriate tools.

### 3. ADDRESSEES

Even though the course was basically designed for the persons in charge of the school library, either a teacher or a librarian, its modular structure permits the application of some modules in the training of other teachers for library utilization.

### 4. COURSE CHARACTERISTICS

#### Modular

The course structure is made up of instructional modules which can be used either in a sequential way or independently one from the others.

#### Semi-instructional

This characteristic mainly refers to the administration of teaching materials and activities. These, in spite of being self-sufficient in their content, demand a teacher for their accomplishment.

#### Multi-Media

In the make-up of the course, diverse learning means have been used; printed materials, audiovisuals, graphics, group works, forums, etc.

#### Groups

The course may not be adapted to individual applications; it may be applied in average groups of 25 participants.

#### Continuous

Due to its modular characteristics and to the training needs, additional modules can supplement the course.

#### Formative

The objective of the course is not in any case to inform, but on the contrary, to obtain a change in attitudes in relation with the concept and activities developed in a school library.

## 5. STRUCTURE

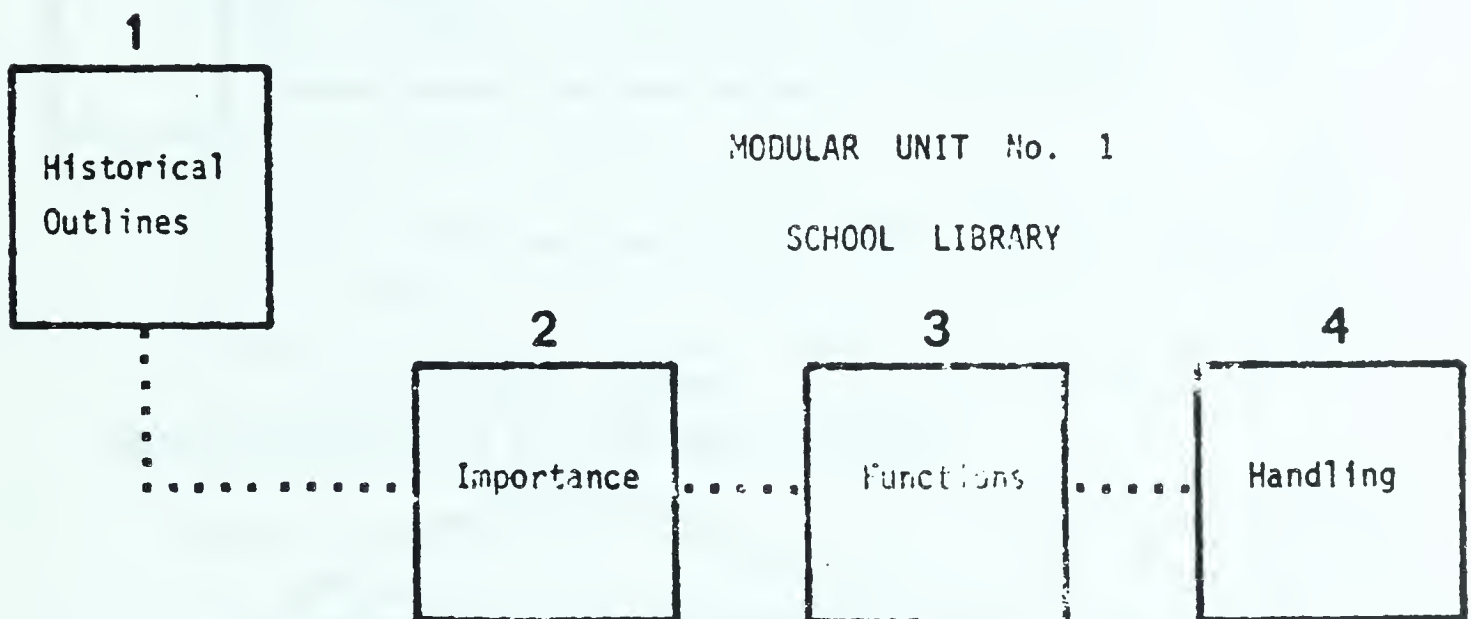
It consists of three modular units, each of which corresponds to a specific area of training.

First Modular Unit: The School Library; it consists of 4 modules

Second Modular Unit: Technical Organization; it consists of 6 modules

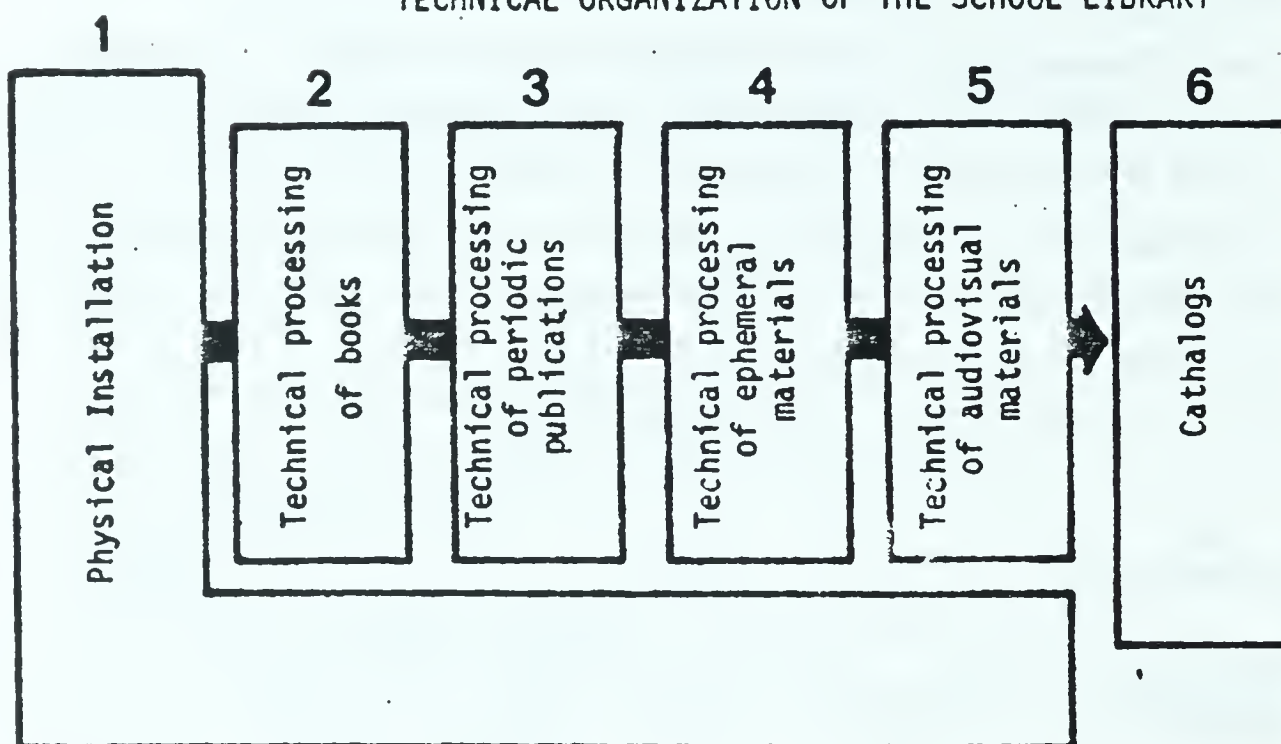
Third Modular Unit: Projections and Services; it consists of 2 modules

The following is a scheme of each of the Modular Units that make up the course.



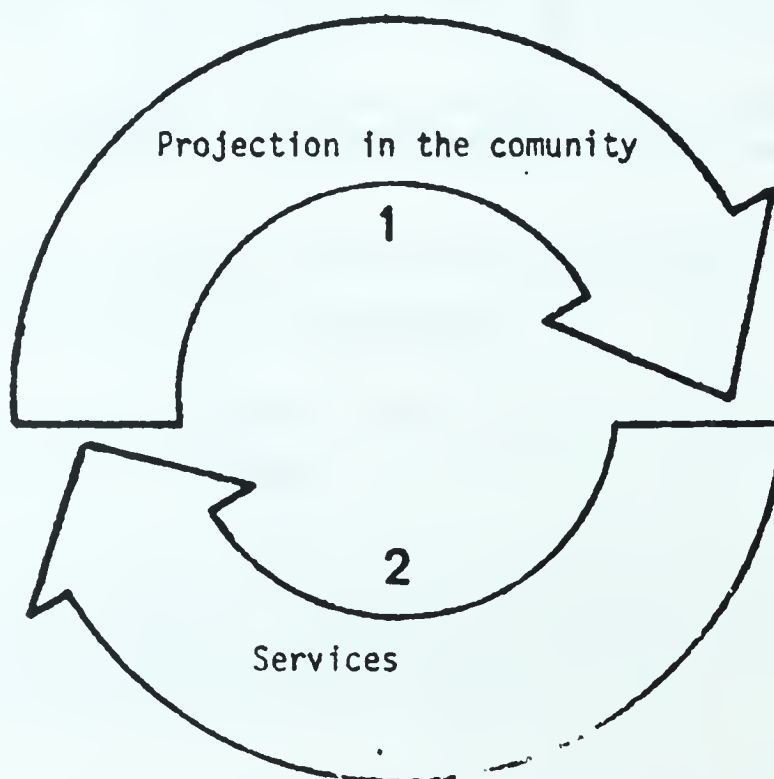
## MODULAR UNIT No. 2

## TECHNICAL ORGANIZATION OF THE SCHOOL LIBRARY



## MODULAR UNIT No. 3

## C PROJECTION AND SERVICES OF THE SCHOOL LIBRARY





## 6. MATERIALS

A selection of means based on real needs was made for the course. As a result, the following kinds of materials were obtained for each of the learning experiences of which it is composed.

### 6.1 Audiovisuals

The course consists of a total of 8 audiovisuals (779 slides and 6 cassettes) which fulfill two essential functions.

- To motivate course participants on the theme
- To sum up the concepts and the accomplished work

### 6.2 Printed Matter

Printed materials have been designed in accordance with their role within the instruction process:

#### Librarian-Teachers Handbook

Each module has its own handbook which includes: the terminal and specific objectives, the report of activities to be developed, the kind of materials that make up the module and the development or thematic contents of the theme itself; the latter, includes the pertinent self-evaluations and recapitulations. Total: 12

#### Trainer's Handbook

There is a handbook for each module; they present the outstanding aspects that the trainer of the course must take into account for its development such as: general orientations, description of activities, approval criterion and correcting guidelines for the evaluation instruments to be applied. This document is to be used only by the trainer. Total: 12

#### Evaluation Instruments

This material will allow participants to test two aspects:

- Their initial behaviour in relation to the level of knowledge they have on the theme.
- Their final behaviour to determine the level of progress in relation to the concepts already learned.

Only one evaluation instrument was designed to be applied as a pre-test and a post-test in each module to accomplish, the pertinent measurements. Total: 12

#### Exercises Notebook

Its basic function is to compile examples and works on librarianship techniques in order to reinforce the concepts learned in the corresponding module. Total: 1

#### Backing Instruments

These are considered as useful materials for the participants in the development of the technical tasks. Total: 6

#### Complementary Readings

This material, is taken from other sources and it is adapted for the needs of the course, with the purpose of using it to broaden or deepen into the corresponding thematic contents. Total: 3

#### Group Activities Notebook

This material is for the use of the teacher trainer and its function is to provide the trainer with adequate materials to develop group activities with the school librarians. Total: 1

#### Course Introduction Document

This material outlines the basic information on the course itself, offering the participants the possibility to compare their own expectations in relation with the information offered in it.  
Total: 1

#### Registration Sheet

Registration of general information on each participant in relation with his training in the theme or in other areas and his former working experience.

#### Handbook of Group Dynamics Techniques

A useful material for the trainer in order to accomplish presentation communication and group integration activities of participants. It contains general orientations on 6 different group dynamics that may be used indistinctly. Total: 1

### 7. INSTRUCTION SEQUENCE

Here, the mechanics of the development of each one of the modules is described in a general way. Nevertheless, the specific activities for each module are included in the handbook of the trainer.

1. Application of the evaluation instrument (pre-test), in order to measure the initial behaviour.
2. Group reading of the general information on each module in relation with its objectives (terminal and specifics) and a summary of contents and activities to be accomplished.
3. Initiation of the thematic development itself through individual or small groups reading and accomplishment of self-evaluations and recapitulations.
4. Audiovisuals projection: this activity is complementary to the reading of some modules, as a motivation or as an instruction reinforcement.
5. Fulfillment of group activities such as simulated games, practical exercises, case studies, summaries and others which are also used for some modules, according to the case.
6. Application of the evaluation instrument (post-test), in order to measure the final behavior in relation to the learned concepts.
7. Joint evaluation (teacher-participants) of the work accomplished.



NATIONAL SYSTEM OF PUBLIC LIBRARIES IN VENEZUELAAutonomous Institute of the National Library and Library Service

Presented by Dr. Graciela Lovera de Mantellini

Conscious of the importance of library and information service as a means to contribute and affirm the cultural identity and support national development, the National Executive created the National Commission for the Establishment of the National System of Information in November, 1974. This Commission was made up of qualified representatives of the Ministry of Education, the National Council of Scientific and Technological Research (CONICIT), the Organized Commission of the National Council of Culture (CONAC) the General Archives of the Nation, the National Council of Universities, the Central Office of Information and the National Library. This Commission was charged with "achieving a full and detailed evaluation of the services of documentation, libraries, and archives existing in the country" and of proposing objectives, policies, and actions that should be accomplished as well as the corresponding infrastructures.

In November, 1975, the Commission presented a general study on the situation of services and arrived at the following conclusions:

- The services of libraries, archives, and existing information were insufficient to attend to the potential demands of the country, and did not fit with the libraries resources, nor with the minimum space necessary to give adequate service to the users.
- Budget provisions were minimal or insufficient for quality library development.
- There was a grave deficiency of professional librarian personnel, as well as assistants and auxiliaries, who characterized an integrated and coherent policy of training human resources to take care of these services.
- There was a lack of a coordinated policy as well as an institutional infrastructure that could implement existing services that function isolated one from another. In practice, this is translated into duplication of efforts, lack of attention in areas and significant tasks, and in remedial cases, of available resources.
- Criteria did not exist for standardization, organization, and functioning of the existing libraries, as well as for the acquisition

and ordering of the collections. This applied to local references, equipment and furniture. They were achieved in individual ways, and many times without the support of technical-library criteria.

In the face of this situation, the Venezuelan Government responded by means of actions to establish a National System of Library and Information Services, distinguished among them, the following:

- A. Presidential Decree 1758 of 7, September, 1976, by which the National Commission was created, charged with the organization of the National System of Library and Information Services, ascribed to the Secretary of the President of the Republic and made up of the National Library, the National Council of Scientific and Technological Research (CONICIT), the National Council of Universities and the General Archives of the Nation, as a nucleus of library services, documentation and information center, university library and archives, respectively.
- B. Approval of the law creating the Autonomous Institute of the National Library and Library Services in July, 1977.
- C. Presidential Decree 2531 of 3 January, 1978, which abolished Decree 1759 and conferred on the National Commission the character of the Coordinating and Permanent Commission, incorporating the area of Statistics and Information to the system; it defined its objectives and structure and assigned the Commission to the Central Office of Coordination and Planning (CORDIPLAN).
- D. Approval of the law reform giving the shipment of printed works to the National Library and other similar institutions on 27 July, 1979. The law increased the obligation of the legal depository and the nonprint works and precisely clarified the subjects obliged to fulfill with the law.
- E. Presidential Decree 188 of 27 June, 1979, by which the System of School Librarian Services was created.

## 2. FUNCTION OF LIBRARY SERVICES IN INFORMATION IN VENEZUELA

Services of librarians and of information selection, organization, and distribution of scarce and costly material put them at the disposition of increased numbers of sectors of the population who otherwise would not have access to them. They permitted people to be informed, to investigate, educate

themselves, and have continuous recreation, according to their interests and needs. Thus, the character of basic public service is one that gives the rights to all citizens, rights that the state is obliged to facilitate in order to:

- Guarantee the right of each individual free access to resources of information, independently of his level of scholarship, profession, or location in the national territory.
- Contribute to improve the process of decision-making in the public as well as private sector, on the basis of adequate and opportune information.
- To permit increased urban participation in national life and in the development of economic and social plans of the State.
- Support educational actions, formal and non-formal, especially life-long education.
- Contribute to the development of scientific, technological and humanistic research by means of opportune and adequate informational support.
- Affirm the cultural identity of the country.

### 3. THE AUTONOMOUS INSTITUTE OF THE NATIONAL LIBRARY AND LIBRARY SERVICE AND THE NATIONAL SYSTEM OF LIBRARY SERVICE

The national organization responsible for the implementation of the National System of Library Services is the Autonomous Institute of the National Library and Library Service, created by the law of July, 1977. It was assigned the accomplishment of the goals: a) of the National Library, as such, and b) the nucleus of the National System of Library Services.

In the first category of goals, are pointed out:

- a. To be the depository center of documentals, print and nonprint, of Venezuela and Venezuelans, as a permanent source of information for research on the country and the Venezuelan people with the goal of creating and administrating a national periodical library, national map library, and audiovisual archives of Venezuela. To watch for the fulfillment of legislation on legal deposits. To compile, organize, and publicize current, retrospective and specialized Venezuelan librarianship. To place at the disposition of researchers and students gathered print and nonprint documents.



To create and administer a National Center of References, in order to offer current information on existing print resources in the country; in order to create and administrate a National Center of Bibliographic Information and compile a National Union Catalog.

b. In the second category the goals would be:

Formulate and execute the policy of the National System of Library Services, within the plans of economic, social, and cultural development of the nation. To prepare and apply norms and technical library procedures to integrate the National System of Library Services and estimate its completion. To participate actively in the training and perfecting of human resources necessary for the National System of Library Services.

To provide for the enrichment and conservation of print and non-print resources of the National System of Library Services.

To establish a National System of Public Libraries in agreement with public and private institutions.

- To technically assist the Ministry of Education in the creation of a System of Library Services in educational establishments.
- To periodically evaluate the quality of the services of the National System of Library Services existing in the country, correct deficiencies, and contribute to its modernization.
- To serve consulting organizations and advisors of the public sector: national, state and municipal, and materials for their competencies.

In order to accomplish the goals described, the Institute will require increased national cooperation, not only to reinforce the application of policy, generalization of the standards of functioning, supervision and coordination, but to obtain financial resources that guarantee the permanent development and sustenance of the services that make up the system.

#### 4. THE AUTONOMOUS INSTITUTE OF THE NATIONAL LIBRARY AND THE NATIONAL SYSTEM OF PUBLIC LIBRARIES.

The Autonomous Institute of the National Library and of Library Services, as of 1975, has turned out models, developed norms, and procedures that permit the establishment of a National System of Public Libraries. The proposed models are formed with the conception of public library

services not just as passive receptors of the demands of information, but rather as integrated centers and promoters of cultural activities (coordinators of human resources, materials, and existing facilities) and achievers of program and activities that respond to the necessity of creating reading habits and contributing to awakening interests by activities that contribute to improve the quality of life for the population.

The Autonomous Institute of the National Library, in agreement with the Venezuelan reality and experience, recognizes in the experimental project of school libraries of Ciudad Guayana and in the network of public libraries of the metropolitan area, that the defined form of a public library should be The institution of service that must assure all the citizens of the country, independent of his level of education, access to print and non-print material required, with the goal of facilitating his participation, on the basis of adequate information in all aspects of national development.

Within this concept and in order to guarantee to all the population free access to public libraries and optimize the use of available resources, it is necessary to organize existing library services in each federal entity.

The networks of public libraries are in conformance with existing public library service and by their creation in each one of the states, territories and the federal district. Their organization is the most rational form to integrate existing service in order to obtain from them a large input with the following benefits for the collectivity.

The networks of public libraries are, besides, conceived in order to coordinate the resources, services, and activities of each of the units that it contains, so that users will have access to the totality of resources and services resting in the determined region. The installation of a network is, besides, the result of a coordination and planning effort directed to give to a federal entity an infrastructure of service that is required:

- To adequately form users in order to obtain better benefits of information.
- To support education of all levels and, especially, research and lifelong education.
- To stimulate continuous and responsible participation of the citizens in the development of the federal entity and in National

development as well as educational cultural, and economic-social development.

- To contribute to great knowledge of the federal entity on the part of its inhabitants, to make available print and non-print material that permit them to identify with their environment.

This basic structure of each public library network consists of: an Office of Network Coordination, dependent on the Autonomous Institute of the National Library; a central public library, affiliated with the National Library, to which it reinforces the compiling, conservation, and diffusion of print and non-print documental assets of the federal entity; level I and II public libraries; reading rooms, and mobile units. Different types of services are organized according to the density of the population, the geographic characteristics, and the political-territorial organization of each federal entity.

In each federal entity, the Autonomous Institute of the National Library and of Library Service has established an coordinator of the public library network, whose first objective is to assure users opportune and efficient access to material and services that public libraries should offer.

In order to achieve this objective, the coordinators of the network of each federal entity, must fulfill the following functions:

1. Creation of the central public library or reorganization of the service of great tradition in the capital of the federal entity in order to convert them into a central public library.
2. Reorganization of the existing public library services.
3. Creation of level I and II public libraries, reading rooms, and mobile services (bibliobuses and traveling boxes) required, taking into account the characteristics of the federal entity.
4. Integrate all the public library services into a public library network, with the aim of achieving a larger use of existing services.
5. Integrate the network of libraries of the federal entity into the National System of Public Libraries.
6. Rescue, organize and spread the documental assets of the federal entity.



The Autonomous Institute of the National Library and of Library Services give the coordinators of the public library networks technical support necessary for the major fulfillment of the tasks of planning, budget preparation; development and evaluation of services; training of personnel; selection of basic collections; orientation for the selection of terrain and for the construction and remodelling of locales in order to lodge services that the libraries offer; stimulate the population for the use of resources and library services; and all other activities conducted for the improvement and extension of public library services.

The support of the Autonomous Institute of the National Library and of Library Services is directed to centralize, in this first step, all the aspects relative to the technical organization of services in order to let qualified personnel concentrate on attending to the users, who constitute the essential reason for the formation, development and implementation of a network, in order to therefore cover their information needs in the field in which they are planted.

##### 5. PUBLIC LIBRARIES AS SUPPORT TO THE FORMAL AND EXTRA-SCHOOL EDUCATIONAL PROCESS

Public library services, integrated with the public library networks in the different federal entities, are endowed with a structure, resources, personnel, and locales that permit them to fulfill the basic objective of this type of service in our reality:

To promote lifelong education, facilitating social change and citizen participation, freely making print and non-print materials available to each individual in order to satisfy his educational needs and his information and recreational needs, and to develop activities that contribute to the rational use of free time, to affirm our cultural identity and to improve the quality of life of the population.

It is convenient to point out the importance of all service the library provides the users. The active participation of them and the attention and opportune response to requested information, assure the importance and survival of the public library networks in each federal entity.

Library service is open to all the members of the community. Nevertheless, the public who use the services offered the most are represented by children and youth, who ask for help and support necessary in order to

fulfill their academic programs.

This situation, which is repeated throughout the country, has led the Autonomous Institute of the National Library and of Library Services to incorporate into the libraries, resources, programs, and models of service that result in attending to this growing category of the population.

Besides, it is the responsibility of the services to capture the interests of children and youth, not only in those areas popularized in formal educational processes, but also to be aware of the need to be capable of starting and developing reading habits, awakening interests for useful and constructive recreation, and to contribute to forming habits of citizenship to demonstrate that the resources of the library are common to the reach of all.

Public library networks, developed in the annual work plan, activities of promotion and extension, directed in different sectors of the community to motivate the use of the library and its resources. In the activities the following are pointed out:

1. Train and inform users in the use of the library and its services:

- Maintain current posters of information.
- Prepare cards, pamphlets, guides, etc., with the aim of maintaining information about the use of programs and activities that libraries develop.
- Prepare lists of material that the service owns, in accordance with the demands of the academic program (textbooks, supplements) and by areas of interests (short stories, sports, theater, photography, biography, etc.).
- Train users in the use and handling of library services by means of popular material, presentations, and individual and group presentations.
- Maintain permanent contact with users by means of direct attention in the different rooms.

2. Promotion and outreach of library services:

- Establish contact through visits in the communities in order to give them knowledge about the activities that the libraries develop and offer, and the resources contained within.
- Establish direct contacts with the community schools and high school year, in order to give them knowledge about the services

libraries offer and the modes of use.

- Organize activities in conjunction with the surrounding schools in order to support the academic program.
  - Form and maintain the Society of Friends of the public libraries.
3. Promotion of reading and other activities:
- Program activities in infant rooms, around specific and ephemeral themes (national and local) and national/international happenings.
  - Develop specific activities for visiting programs of schools in the vicinity, and in order to take care of special group requests.
  - Show periodical expositions with materials that go along with services.
  - Organize groups of children and youth in order to carry out activities such as study circles, reading clubs, book repair, photography clubs, etc.
  - Organize chats, seminars, forums on literature in general.
  - With groups of children and youth, carry out narrations of different kinds of literature: stories, legends, poetry, fables, etc.
  - To carry out supplementary activities related to reading such as painting, collages, dramatizations, puppets, etc.
  - Dramatization of readings by means of costumes and use of puppets.
  - Program and develop activities that generate the use of educational games and chess.
  - Develop audiovisual programs by projecting filmstrips, slides, opaque projectors, music, etc.
  - Form theater groups.
  - Organize book exchanges among users.
  - Organize and update vertical files.
  - Update print posters.<sup>1</sup>

Print and non-print collections of the public library networks are presently in a stage of formation. The Autonomous Institute of the National Library and of Library Services, is attending to the ample experiences developed by the Banco del Library, a non-profit private institution,

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<sup>1</sup> Taken from the Autonomous Institute of the National Library and of Library Services. Office of Library Services Coordination of the Public Library Network of the Metropolitan area. List of typical activities of a public library. Revised January 21, 1980.



which, for the last few years, has been dedicated to forming a team of specialists of high level in the area of selection of evaluation of print and non-print educational material for children. They have been assigned the selection, acquisition, and technical-mechanical processing of basic children's collections for the public library networks in federal entities.

The compiling of these collections has been based on the needs and realities of each public library network and pays attention to the criteria of evaluation and selection established by the Banco del Libro.

The composition of the print and non-print basic children's collection is the following:

Reference materials	5%
Supplementary books	35%
Recreational books	30%
Picture books	15%
Textbooks	10%
Educational games	5%
	<hr/>
	100%

The selection, acquisition, and technical-mechanical processing of the general basic collections is the responsibility of the Autonomous Institute of the National Library of Library Services, who fulfills this function by means of a Selection Committee, made up of specialists in different areas, library directors, and consultants.

The selection of the basic collection is achieved taking in account the bibliography recommended in the official programs of study of the Ministry of Education, the recognized experiences of the services of the public library network of the metropolitan area, and consultation of experts in different disciplines, book reviews, etc. This task has brought about, as a result, basic lists in different areas, which are continuously updated by the committee.

In restocking the general collections, the interests and needs of each public library network must be paid attention to, reinforcing the areas of major demand. In this step, the coordinators of the networks incorporate the process of selection for the federal entity in which they are responsible.

The composition of the basic collection is as follows:

Reference materials	5%
Supplementary books	45%
Recreational books	40%
Textbooks	10%
	<hr/>
	100%

In Presidential Decree 188 of 27 June, 1979, by which the System of School Library Services was created, the lending of specialized library services became the responsibility of the Ministry of Education, which serves to support the teaching-learning process for all the school population for primary education and instruction by means of the Autonomous Institute of the National Library and of Library Services in those areas in order to attend to the student publication of basic and intermediate education.

The implementation of the cited decree will permit the increase of service to the student population to a greater number than that who now attend, by means of the public library networks.

So that the Autonomous Institute of the National Library and of Library Services can accomplish the services established in the referred-to decree, it is essential to obtain from the Ministry of Education the means by which it can permit the incorporation into collections, of material appropriate to satisfy the demands of the academic program of the basic and intermediate levels.

In the same way, it is the responsibility of the Autonomous Institute of the National Library and of Library Services to take care of the area of human resources for the National System of Public Library Services. In this field they have orchestrated activities for the training and perfecting of different levels of personnel who work in the system.

It is suitable to point out the celebrated convention between the Autonomous Institute of the National Library and of Library Service, and the Grand Marshall Foundation of Ayacucho, in which they provided courses for post-graduate perfectioning for professional personnel; seminars and workshops of updating at the under-graduate level; scholarship in order to study librarianship in the University of Zulia; and training courses for auxiliaries and librarian assistants at the technical level.

The Autonomous Institute of the National Library and of Library Services is responsible to proportion the knowledge and basic skills necessary

to perform the functions in public library service, to such an effect that they have applied a program tried out by the Banco del Libro by means of self-learning modules for the training of auxiliary librarians.

The Banco del Libro, besides the courses for library auxiliaries, has developed and directed courses for library assistants. In these courses, personnel who work in the different public library networks attend.

The physical infrastructure of public library services has been the object of special attention on the part of the Autonomous Institute of the National Library and of Library Services.

In such a sense, they have organized a team of professionals in architecture who have the responsibility to improve existing locales and prepare propositions of remodeling that result in necessary service, taking into account the different environments of the regions of the country.

In order to undertake the job of remodeling and in order to construct new buildings, the Autonomous Institute of the National Library and of Library Services has established a conference with the Ministry of Urban Development (MINDUR), the organization responsible at the national level for the construction of infrastructures for public services.

The functioning of the National System of Public Library Services demands a budget converted from a low level. By 1980, it will be converted to the level of Bs42,538,172.50.

The financing of the National System of Public Library Services is covered by the Autonomous Institute of the National Library and of Library Services, the government of each federal entity, the municipal councils, the ministries, state contracts, and autonomous institutions of the public and private sector interested in the development of library services in Venezuela.

## 6. APPENDIXES\*

1. Summary of activities carried out by the institute in the development of the National System of Public Libraries, integrated by the public library networks in the federal entities.

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\*Persons interested in these appendixes can ask the Office of Library Services of the Autonomous Institute of the National Library and of Library Services. Macanao ed., Calle Paris Urb. Las Mercedes, Caracas.



2. Demands, coverage, and deficiencies of public library services for 1980, distributed by federal entities.
3. Potential demand, coverage, and deficiencies of public library services for 1985, distributed by administrative regions.
4. Pictures, summaries of experiences of conversions and costs of functionings of each administrative region during 1981-1985.

ON PUBLIC LIBRARY SUPPORT OF THE SCHOOL  
 By Lic. Alvaro Agudo y Lic. Javier Bringas

In countries such as Venezuela, in which the tradition of regular use of library service is practically nonexistent, the library must add to its general function of giving information that of teaching how to use this information, including teaching and demonstrating that information is a daily way to solve problems.

This situation signifies that the school library will have to give information that the educational component demands and, similarly, conceive and apply programs that generate need and interest for reading. It also means that the children's public library must conceive of and carry out programs that permit the response to the need and taste for reading generated in the formal educational process. Public libraries and school libraries thus form a system in equilibrium. They are points of balance and coincidentally will be the programs in which to develop reading skills and reading habits.

But, the countries such as Venezuela, in which, besides not having a tradition of library service use, the infrastructure of these is minimal, and the need of information use by children and youth is ignored by the particular need to respond to the demands of the school component.

The scarcity of school libraries, taking as a consequence of the minimal infrastructure of public library service for children and youth, is subordinated by the demand for support of institutional education. The public library is obliged to concentrate concrete efforts and resources for the attention of the school and students, relegating to second place the programs of promotion in the use of information and reading by the community.

1. Attempts to attend to the school by the public library

The reality described makes institutions such as the Banco del Libro dedicate itself to efforts with library services to design and probe different programs of support by the public library for schools.

By means of these programs, it is intended:

- to make available to students didactic material in support of learning.
- to make available to the school general reading material in order

- to contribute to the development of the need and task for reading.
- to use the infrastructure of the public library in order to demonstrate to student users, teachers, and schools the service of libraries.

a. Models of texts and exchange service

In order to make supportive didactic material available to students, the Banco del Libro selects collections of school texts that, with the number of modules, constitute sections in children's and young adult rooms in public libraries, destined to respond to the requests for information of the secondary and primary schools. These sections are supplemented with consultation by means of exciting students about research and the sniffing out of information.

As antecedents to the intent to satisfy by "modules" the demand for support didactic material, and as antecedents of the same library services of the Banco del Libro, this institution has a service of exchange of textbooks<sup>1</sup> consisting of collecting, storing, and organizing school texts and utilizing them by class sectors in order to make available to low-income students a means of interchanging. The service functions when a student is able to store and change a determined quantity of textbooks corresponding to a grade or year of previous instruction for an equal quantity of textbooks corresponding to the next higher grade.

Both services, modules and exchange of textbooks, will make unnecessary existing libraries in schools. Their implementation is a manner of substituting the essential collection of the school library by the public library. Both services, which the Banco del Libro gives, will doubtless be permanent, until the development of a national system of school libraries occurs.

b. Mini-boxes and Bibliobuses

In order to make available school material of general reading, different modes of mobile library service have been designed and tried out. Of major significance have been the number of mini-boxes and bibliobuses.<sup>2</sup>

The mini-boxes service consists of giving each school grade a little box with a selection of recreational books and general information complementary to the study program. The number of books selected for the box is equal to the maximum number of students registered for



the grade of the school served. In consequence, it is possible to lend a book to each child in each grade. This is achieved by the intervention of the teacher and a commission of students. The ready-made selections are different for each grade. Each week or two, the teachers and students can interchange the miniboxses, repeating the lending process for each student in each grade. This service consists of a collection of 10,000 to 20,000 volumes, located in a special depository, where the miniboxes are stocked permanently.

The bibliobus service tried by the Banco del Libro utilized the instruments known internationally and consisting of several high schools as intermediaries of a mobile unit, a collection of recreational and general informational reading complements to the academic program. The mobile unit, with a capacity of 100 to 1500 volumes, is stocked from a depository that has a collection of 5000 to 10,000 volumes. Circulation is weekly and direct; students choose their reading liberally on the covered shelves of the bibliobus.

Both services, mini-boxes and bibliobus, intend to satisfy school needs of the student that must be supplied by the public library. Both services, now in the process of evaluation are being suspended temporarily by the Banco del Libro in hopes of a major application as a form of support in the promotion of reading.

c. School visits to the public library

In order to demonstrate to school users what the library is and how it serves, the model of the Banco del Libro, "Mariano Picón Room of Caracas," has been designed and put into practice in public libraries. It is a program of contacts and school visits to the library. To contact the schools a calendar of visits to the library is made, with the intention that each grade can know about the library.

When receiving the students and teachers of each grade who come as visitors, a program is prepared which includes receive the children and teacher and succinctly explain what is in the library as well as what services it has; show the installation; demonstrate catalog use, circulation controls, and the way to access the collection; explain the necessities in registration and having use of the lending services. One way to fulfill this descriptive step is to carry out activities to motivate each grade to read and offer a children's room

regularly in the library. This activity, in general lines continues in the following cycle: presentation of a book of narration of a story, or collective reading of a text; directed and motivated discussion of the presentation, narration, or reading; carrying out of some activity of plastic or dramatic expression having as a base the theme of the motivated discussion. To program the visit, the school or the teacher can choose the theme or the activity that will be carried out with the students of the different grades.

In this manner, students and teachers of schools without libraries have a first contact with this type of service. In the public library, resources and possibilities are discovered that should be in the school library. This contact makes conscious the lack of motive for the need of the use of the library as an educational instrument. In general terms, it can be said that the program intends to train teachers and students as users of library services. This program of directed visits follows the public library framework of the Banco del Libro.

## 2. Evaluation

In the manner shown above, the Banco del Libro has intended to support schools by the public library. But this attempt has limited vision because of joining several problems first by the increase of the demand for service of support for the school; second, by the same concept that subjugates existing service: the intent to monopolize from the public library functions what belong to school libraries, and the intent to fulfill in the school functions what should be accomplished in the public library.

To continue, the difficulties encountered in each of the services described above, are indicated:

### a. In the modules

To make available to the students, principally in intermediate education, a collection selected of texts and reference materials respond to the necessities of the academic program. The general rooms of public libraries are filled with students, filling up to capacity and taking up the attention of personnel.<sup>3</sup> The library is incapable of developing programs to promote reading in the community, and there are no free personnel physically capable of receiving and attending to the demands. As a consequence of this, the modules are overused and the rest of the collection is underused. Putting the most demanded

materials, texts and references, on restricted use, makes the essential service of the library to be that of circulation in the room and minimizes home circulation.

In this manner, the general rooms of the public library are transformed into school libraries situated apart from the school and besides, without support, financial or technical, of the Ministry of Education.

b. In school visits to the children's room.

To offer the library school visits emphasises the scarcity of public libraries and the relative abundance of school, the influence of the latter on a program created primarily to take care of students and visiting teachers. The children of the community are displaced by the permanent influence of the schools on the public library. Also, the children's room is transformed into a school library, with the aggravation that in the general room, there is no effective service given. The quantity of schools that respond and the number of grades and grade sections in each school make the visits of the same grade too far apart. Each child who participates in the program visits the children's room only one time, maximally two times a year.<sup>4</sup> And when he visits, participating in an activity to motivate reading, there is no leading; he cannot choose or have a book. Thus, the children's room is jammed with children, but service is an illusion. What habits will a child create with one or two group visits a year to a library without getting or borrowing a book? In definition, the child gets to know the library, but he doesn't sense the need of its services.

c. In the mini-boxes service

The mini-boxes services is doubtless most effective from the point of view of the creation of reading habits. The attending child receives approximately one book weekly during the school year, thus taking the opportunity to make contact with a full gamut of reading materials and, even more important, having the possibility of regular reading as a form of recreation. Two inconveniences, nevertheless, face this service: the first is based on the difficulty of the child to choose material. The child reads but doesn't learn the relationship between his taste for reading with needs and desires. The second consists in the nonexistence for the child of a public counterpart in order to generate the habit. To receive service while in school but not know



and not look for them in the community shows the habit needs support beyond initiation. It is the object of the action, but the transfer is not made by the subject to the same. The public library that teaches him to read keeps him ignorant and confused. Such a problem exists for the child who visits the children's room only.

d. In the bibliobus to the high school

The bibliobus service, in visiting the high schools responds in principle to a demand for which no such need has been conceived: that of textbooks. The high school user is, without a doubt, a young user with diverse interests that need to be satisfied with recreational and general information collections. But, in that the student is in school, his more immediate needs are those that respond to the requirements of the academic program, meaning that the bibliobus cannot satisfy him given the composition of its collection. It is possible, nevertheless, to provide relatively effective service when the promotion of material is intensified and the selection of the collection clearly responds to the informational needs and creates current reading of the students according to school specifications. When this has been successfully done, the service has been transformed in practice from a substitute for the public library for the school population served and faced with the inconveniences mentioned through a mini-box service to generate a need that the user must satisfy at a public library during his free time.

e. In the exchange service

The exchange service, on its part, has functioned for more than 15 years. But, to function isolated in the library service system, presents two inconveniences: the first, consists in obtaining textbooks on the part of the student cannot be perceived as more of a service than the distribution of educational material, not as an act of social service, not taking advantage of the opportunity to contribute to creating an awareness of the usefulness of the library. The second is conditioned by the unlucky characteristics of the composition of the stored collection, which means that the student can choose only necessary books. This is frustrating because the books not encountered in the exchange cannot be obtained from the immediate library.

In summary, it is clear that in evaluating the attempts to pay attention to the school by the public library, which is such a subtle part of the need for unsatisfied information support due to the scarcity of school libraries, the public part destined to develop skills and reading habits mixes its relations with the formal schooling and, in consequence, neglects its own objectives of promoting reading by satisfying different information needs of the students. It is also clear that the intent to fulfill these functions directly in the school, an isolated action because the student has little access to free time, is given to public libraries who satisfy the general need for information and reading generated by service in the school. In this manner, the intent to generate reading habits and the use of information is blocked in the public library by the isolated school needs due to the lack of a public infrastructure and the achievement of user habits.

### 3. Propositions

The experience of the Banco del Libro points out that in countries like ours the growth of the demand for information by children and youth is promoted by the concrete demand of formal education. It means, therefore, the creation of a type of relation between the public phase and the school system to promote reading together with attending to the demands of general school users so that the public library can respond. That is to say, that the student information needs will be the point of departure or the point of discovery for the same subject needs by youth, community members, etc.

In such a way, attention to the school by the public library must be accomplished in a manner that permits it:

- to respond to the school needs that the student imparts
- to free public library resources, previously occupied in responding to student demands, in order to use them in programs to promote reading in the community.
- to rescue the student user by aforementioned programs to promote reading in the community.

This means, the improvement of scarce services of scarce services by the support of institutionalized formal education in order to generate the needs for service that support informal, extra-curricular education. For

this, it is necessary that the public and school user be the same, belonging to the same community. In consequence, the first task of the public library is to delimit its community and give priority to schools and high schools surrounding it.

A second task is the design of programs geared to the schools and high schools that permit the decentralization of circulating material that support formal education, attending to the school user in the grade school or high school.

A third task is to design programs to promote reading and the use of information so that what the users started in the school will develop in the public library on their free time.

On the basis of the expounded analysis, the Banco del Libro plans to reformulate the programs it has developed in order to attend to the schools through public libraries, in the following manner:

- a. Definition of a library model a geographic area which can be considered as its specific community with this objective that research be carried out in order to ascertain at what distance potential users will be willing to use their free time to use library services.<sup>5</sup> In this area which results from conforming to a circumference of 1000 meters in radius, the research will establish the maximum distance that is acceptable to potential users to determine the area of natural influence. From the point of view of planning activities for the promotion of reading, the population that lives in the area of natural influence of the library constitutes the community of the same.
- b. Inventorying and contacting the grade schools and high schools situated in the area of natural influence, with the hypothesis that students in those educational establishments are the major members of the same community of the library, in other words, live in the natural area of influence.
- c. Proposing to each of the schools in the community a visiting schedule to the public library, with the intention of making available to students, members of the library community, programs to promote reading and the use of non-academic information use. The first visit to the library on the part of each grade in each school will also be the object of the first circulation of the mini-box service, similar to that discussed earlier. Even if the student does not visit the library



officially again, he will receive a book weekly in his school, through lending. In this way, service generates reading habits in the student which can be increased during free time in the library and makes the library accessible to the same community.

d. Proposing to the educational community in each high school and community school, the organization of a service of internal exchange, so that the students of each year and grade will donate texts to a common depository in the high school and so gets as many books as he has given. The collection of the common depository of the high school or other school will increase its own collection for the educational community in the area corresponding to the area of influence of the library.

This service will be supplemented by a bibliobus in order to give service for academic research for the students. Eventually, all the action will be supplementary with the use of text modules in the headquarters of its own library. The regular relationship thus established with the students in the school will permit the promotion in the educational establishment of non-school collections through programs of promoting reading especially as conceived by means of indirect circulation.

In this manner, it is hoped to improve the experiences accumulated in order to try to rescue the objectives of the public library, which were abandoned in consequence of the intense demands of the schools.

## NOTES:

1. In fact, this was the first service of the Banco del Libro and in a certain way its reason to be started; hence, the number of the institution.
2. The Banco del Libro has tried through all its experiments different kinds of bibliobus service: service to barrios (as a motivation for future public libraries, as a substitute for a public library, and as outreach of the same); service to high schools and grade schools, which was the major dimension and for multiple reasons was transformed into the name of mini-boxes service.
3. During 1969, the Mariano Picón Salas Library, 29,913 youth (45.66% of the total the visiting users) consulted 33,319 books of which 58.75% were just texts and references (20,184), which represent 7.2% of the total titles owned by the library. This does not include supplementary materials: psychology, physics, chemistry, mathematics, history, geography, etc., that made up 88.44% of the total consultation before. (Data extracted from the statistics present in monthly reports of such libraries and of the inventory accomplished in May of this year.)
4. During 1979, 1243 children from 9 schools of different sectors of Caracas visited the Mariano Picón Sales Library. 78.2% came only one time, 17.9% two times, and only one grade (32 children) repeated their visit a third time in the year. (Data taken from the monthly reports of service.)
5. For more information on this study, see the documents: "Research in order to determine the areas of influence of a library" by Alvaro Agudo, head of the Daniel Navea Center of Information and Documentation, Banco del Libro, Caracas.

VOLUNTEER WORKBACKGROUND AND STRATEGIES FOR THE DEVELOPMENT OF THE NATIONAL SYSTEM OF LIBRARY AND INFORMATION SERVICES

Presented by Ing. Blas Menda, Executive Secretary

BACKGROUND

The National Commission for the establishment of a national system of information by Decree 559 of 19 November, 1974, was based on the recommendations formulated in meetings convened by the Andrés Bello Agreement and Unesco through the conceptual framework NATIS. The report of this commission was said to bring about the approval of Decree 1759 of 7 September, 1976, by which the National Commission for the Organization of the National System of Services of Libraries and Humanistic, Scientific, and Technological Information was created, dependent on the President of the Republic. On the basis of the experiments achieved, Decree 2531 passed the old Commission to the Coordinating Commission of Library Service and Humanistic Information, of Scientific and Technological Information of Archives, Statistics and Information SINASBI. It is now assigned to CORDIPLAN or the Ministry of the Secretariat of the President and Planning.

The Coordinating Commission SINASBI functions on the basis of a National Commission; of a technical secretariat and four operating systems, which are:

1. The System of Library Services and Humanistic Information. The nucleus is the Autonomous Institute of the National Library and the Library Services.
2. The System of Services of Scientific and Technological Information. The nucleus is the National Council of Scientific and Technological Research (CONICIT).
3. The Archives System, with the nucleus of the General Archives of the Nation.
4. The System of Statistics and Information. The nucleus is the Central Office of Statistics and Information of the President of the Republic.

We have proposed a strategy for development 1980-1990 with the following objectives:

1. Create adequate mechanisms capable of assuring each Venezuelan,



independent of his grade of schooling, social position, profession, or locale in the national boundaries, free access and use of information.

2. Help in the improvement of the conditions of life of Venezuelans and his intellectual and cultural enrichment through consultation of opportune, reliable, and truthful information available without any kind of impediment.
3. Assure the consultation of print and non-print information in order to sustain decision-making at all levels by helping in the research and supporting education in all its branches and models, including lifelong adult education.

In order to orchestrate these objectives, we have proposed a group of policies:

1. To carry out, within the framework of the economic and social plans of development, the national policy on library and information services.
2. To determine the priorities of the National System within the context of this policy and in agreement with the objectives of the plan of national development and available resources.
3. To stimulate the development of the four systems that make up the National System of Library and Information Services, and establish plans of harmonizing, of cooperation, and interrelations among them, participating in the evaluation of these services for the community, to formulate recommendations in order to improve them.
4. To study and propose to the systems standards and technical procedures for standardization that are indispensable in order to make compatible the functioning of the systems among themselves and to obtain from them the maximum benefit with the minimum of change (concept and rationale).
5. To promote and stimulate the education and preparation of personnel necessary at all levels for the different branches of the national system.

In the second annual meeting of SINASBI this year, we proposed four programs:

1. Coordination and integration of the nuclei of the system
2. Training of human resources
3. Research
4. Promotion and diffusion of library and information services

For program 1, we proposed two big objectives:

1. Unite standardized actions and supervision of the coordinating commission with the execution of the operating plans in each of the nuclei of the system.
2. To accomplish a major operating union among the different nuclei of the system.

Decrees 2718 and 2719 of the past government.

Decree 2718 decreed the construction of a central library in each of the ministries and assigned institutions (autonomous and contracted by the State). We worded the decree in order to begin to design--not to execute--a project model that, at the end of two years, we could see outlined and, in approximately 10 years, see orchestrated into a library infrastructure of the public administration (Ing. Menda clarified that the nuclei of the system carry it out).

We also proposed the design of project in the industrial area (metallurgy) and in the rural area (75% population urban and 25% rural).

For CONICIT we proposed a model infrastructure that would serve the rest of the educational institutes of higher learning (universities). The model project serves to develop library infrastructures for an average type university (e.g. Central West University of Barquisimetic, Lara State, which has 3000 students) and the University of Carabobo with 33,000 students.

For program 2, human resources, we have considered the two areas of formal and non-formal education.

- a. In formal education we have worked with a team in collaboration with UCV, Dr. Olga de Ojeda, and Prof. Arabia Cova, in order to design ideal and real profiles of pyramid structures in order to determine the real needs.

Similarly, we have post-graduate courses with Unesco.

- b. As for non-formal or continuing education, the first workshop carried out 12 to 16 May, 1980, revealed the need to train personnel in several areas of functional orders. We have proposed

managerial courses; for example to train personnel little by little for the infrastructure, to formal educational institutions which teach this type of course.

#### Project 3 - Research

Objective: to research in priority areas of the nuclei that make up the National System of Library and Information Services with the goal of helping to detect the limiting factors for their development. We believe that it is important to research the ideal and real profiles as well as to research the legislation comparing Venezuela and other countries.

We are working on an Archives law. The present law for the Archives of the Nation dates from 1945 and requires amendments in order to adapt it to a national system.

#### Program 4 - Promotion and Diffusion

- Promotion of the system at the level of printed material, which the public can consume as information. Use state TV channels (5 and 8) to cover the user primarily between 15 and 30 years old.
- Design a policy of mass communication in order to attract the attention of users who consume major quantities of information.

Finally, the review of SINASBI was discussed as a popularization organ of activities to be carried out. The review of science and information also have projects.

The circumstance was also alluded to that the government has as a goal--which reaffirms human resources--to teach 700,000 people how to read in two years, but the country doesn't have the infrastructure of information services to guarantee the process and follow-up of the new readers.



## THE SUPERVISORY FUNCTION OF LIBRARY SERVICES IN CIUDAD GUAYANA

Presented by Flor Thomas de Alarcón

I would like to present the functions of the supervisor in the school library program of Ciudad Guayana.

I point out that the program is divided into three geographic jurisdictions, each with ten libraries (30 in total).

The sector is taken care of by a supervisor. The library is in the charge of a teacher librarian and two auxiliaries. The supervisor is charged with a minimum responsibility of 30 people, besides controlling these ten libraries, coordinating other library programs in the schools that have no central library.

In the office, the supervisor also has a coordinator and a technical advisor who support the field work of the supervisor.

Functions of the supervisor: plan and evaluate new programs; for example: the System of Annual Circulation of textbooks in schools that lack libraries.

- Link with the coordination of the Nucleus institutions that cannot be solved at the level of supervision.
- Coordinate interlibrary activities. Prepare annual plans, interlibrary courses and interchange experiments.

Supervision as such:

- Orientation in specific activities; for example, carrying out the annual inventory.
- Orientation of the teacher librarian to promote specific types of material.
- Train the teacher librarian and follow-up the training.

In the Nucleus of Library Services in Ciudad Guayana the training of technical librarians and educational technicians is directed. The technical librarians refers to the maintenance of the library in optimal condition; and the educational technicians pursue greater use of existing resources, support the librarian in the planning of weekly, monthly, and yearly activities, control the fulfillment of administrative functions on the part of the teacher librarian to define the role of the supervising librarian) he must fulfill in the nucleus (given the personnel to carry out activities of supervision) this level of activities. Before beginning

to function. the teacher librarians are being trained now as supervisors, and at the same time being advised on the role of the supervisor to relate functions to the curriculum. .

The action of the supervisor is framed within the modern conception of supervision, abandoning the concept of finance and inspection, emphasizing pedagogical aspects and oriented to the same.

Supervision visits are oriented to toward a diagnosis of the library situation, to give necessary corrections for the good running of services, and to control and direct work with the objective of library-classroom integration.

The supervisor must have goals of planning, direction, coordination, control, and evaluation.

## PROGRAMMING THE SCHOOL LIBRARY NETWORK OF THE STATE OF ZULIA

Presented by Lic. Crucita Hernández de Malaver

In view of the characteristics of the library network of Zulia presented by Nelly Primera, I will concentrate on the aspect of the programming put into practice through different stages.

This is the result of the development process of programming of school libraries, which if it hasn't arrive at all its objectives, has had positive results, has enriched our knowledge with experiments that have become programs more in harmony with the interests of our education.

In these programs the objectives of the primary education program are taken as a base for a different treatment while the other arrives at a different sequence.

The experiences obtained permit us to reach several goals. Nevertheless, we will consider it convenient to submit the program to a new process of evaluation in agreement with the new structure of education in Venezuela. We believe that the final result of all these proceedings will bring about a new model for school library programming and will serve as a central motor of activities in the school institution.

### Start of the activities as the base for programming

From the beginning, the school libraries of Zulai planned a fixed goal that was the carrying out of a series of activities that contributed to the formation of new readers and served to affirm, implant, and motivate the objectives proceeding in the classroom by the teacher. All the programs of primary education were analysed, especially in the area of language, in order to thus make precise the activities in which we could give our support in order to arrive at a positive development.

As a result we obtained a first programming in which was listed the contents of the obligatory objectives so that the teacher librarians could have direct contact with the instrument of work. In that way, our first experience in programming was as follows:

For example, in pre-school we were ready to talk about personal experiences, practice manners, narrate stories, participate in popular dramatizations, show the desire to read, celebrate dates, for each primary grade.

All the activities were destined to support the program of work in the classroom. For the new school year we take into account experience of the



teacher librarians to review the past and with new contributions to follow a new program that covers other aspects of the child's education.

We take into account the contents, activities, and specify the resources to be used. All the activities were conceived in such a manner that we could adapt them to different levels of primary education, and thus the teacher librarian will have a broader field of action.

In the following years the teacher librarian was freed in accordance with the needs and existing resources in the schools to prepare an annual work plan, taking into account the general objectives of the annual plan of the department of library services. From the experiences they recycled ideas which resulted in a new program that transformed the school library

into a center to generate school activities, where all the educational community participates. Thus, as in the school year of 1979-1980 a program was presented based on the daily happenings to celebrate each month.

Into the program were placed workshops creative literature, where children write their own stories, which were published.

For 1980-81 we visualized programming that condenses all our propositions in order to arrive at the goal of the definitive program that will transform the school library into a language laboratory when methods are used to contribute to the formation of the individual as a researcher. Such a program is based on activities with grade sections, to intensify basic library research, improve the quality of reading and writing, develop creative capacity, transforming the child into a social being and projecting the school library into the community.

We highlighted the mobile service by means of traveling boxes--similar to those of the Banco del Libro--sent to the rural area, with the following objectives:

- To create an awareness between the educators and the students of the importance of library services in the development and renovation of the educational process.
- To project the services of the traveling boxes to the rural community.
- To develop the creative capacity of children.
- To see that teachers and students become acquainted with new techniques of information and documentation.
- To help them improve their use of free time.

- To see that the mobile service functions in all the rural areas of Zulia.

In order to give more attention to rural schools, the Division for traveling boxes prepares a monthly plan and carries out adaptations of supplementary books to the different guides of the program.

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Mrs. Mieko Nagakura, of the National Institute of Educational Research in Tokyo, Japan, presented an audiovisual entitled "Educational libraries in Japan."

Prof. Arabia Teresa Cova, Director of the School of Librarianship and Archivists of the Central University of Venezuela, presented an audiovisual "The School Library."

## A PROJECT OF CURRICULUM FOR TEACHER LIBRARIANS THROUGH THE FLEXIBLE SYSTEM OF LEARNING

Presented by Elena D'Angelo de Sanz and Aixa Socorro de Gurevara

### 1. Background

The Banco del Libro, from which was created the library services of Venezuela, was conceived as a medium of innovation and stimulation within formal and non-formal education. It is for this reason that from the beginning library services of the Banco del Libro and the Nucleus of Library Services of Ciudad Guayana have required librarian personnel and well prepared paraprofessionals. In Venezuela until 1974 no institutions existed to train personnel at the paraprofessional level. Until this date, the Banco del Libro trained personnel who entered service like the public as well as traditional students which did not permit taking care of the real necessities of the institution.

In view of the interinstitutional demand and the pressure that organizations began to exercise, and in view of the necessity for a system of learning that would permit paraprofessional personnel training in a rapid and systematic manner the models of the Banco del Libro were applied.

Therefore, a model was developed with the advice of Glenn Nimicht, North American educator with ample and recognized experience in flexible programs of learning, who was supported by an interdisciplinary team of Venezuelan people specialists in pedagogical techniques, librarians, and the production of educational materials.

The Unit of Training was created, which initially tested and applied this flexible program systematically in order to train librarian personnel in institutions and through in-service.

In constant evaluation, the initial program was transformed from training to an apprenticeship through regular and intensive courses. The adjustment was carried out satisfactorially, thanks to the accumulated experience in personnel training at different levels of preparation, pertaining to diverse institutions.

The design of several learning materials were modified and mass reproduced in artistic form. To date, the final revision is being finalized and is listed for industrial printing.

### 2. Justification

In Ciudad Guayana, the Banco del Libro developed this experimental



program of library services in 31 public schools. They took care of approximately 35,000 students and 915 teachers.

The program is the base for the establishment of a National System of School Library Service.

Its programming, coordination, execution, and control demand the creation of a technical-administrative structure that permits the following objectives to be fulfilled among them:

- To define the profiles of librarian personnel at the different levels that the program requires.
- To design, probe, and evaluate an in-service training program for school librarians and corresponding material for it.
- To form teams of trained monitors to apply the program.
- To train school librarian personnel.

To accomplish such, the training unit of the Banco del Libro proposes as an alternative a curriculum project for teacher librarians based on the flexible system of learning.

### 3 Objectives

#### General Objectives

- To establish flexible system of learning for school librarian personnel and use this model to train in a rational and continuous form the human resources that the country requires for the development and outreach of school library services.
- To transfer this model to other countries.

#### Specific Objectives

- To define the competencies required for school librarian personnel.
- To develop strategies of learning that implicate these competencies.
- To establish a program of training for school librarian personnel who give service in the different school libraries and who have different levels of responsibility and specialization in the school library profession.

### 4. Characteristics

The flexible system of learning consists of a program of training librarian personnel, with the goal of dividing a systematic model into areas of competencies necessary in order to distinguish the different functions of library service.

It is a system because it consists of a mixture of elements related

to one another in accordance with an order that is consistent and contributes to train a specific level: the teacher librarian.

It is flexible, for various reasons:

- It permits the personalization and individualization of experiences with the minimum of directed teaching, having the emphasis on auto-directed learning and personalization. Thus it is possible that personnel can learn at their own pace and in different ways, and can exercise a high degree of control over their learning experiences.
- It permits administratively monitored modules or groups of materials, individually or in groups, in accordance with the conditions of ambiance and the needs of learning.
- In some cases it permits the learner to initiate training in the most urgent area in order to carry out his functions or main personal interest.

#### 5. Theoretical Fundamentals

The conceptual elements that function in the program development as well as for the areas of competencies are:

- The theory of Jean Piaget on human development.
- The delineations by Jerome Bruner to prepare a theory of instruction.
- The theory of B. F. Skinner on operant conditioning and programmed instruction.
- The notions that there should be an atmosphere of learning (Social-psychological theories) based on Omar Khayam Moor, on R. R. Allan, and S. B. Anderson.
- The taxonomy of instructional objectives by B. Bloom.

#### 6. Basic Concepts

The key concepts are modules of learning, competencies, areas of competencies, and monitoring.

A Module of Learning is a mixture of written material, visuals, audio-visuals, etc., organized according to a basic concept that facilitates a process of systematic learning, which objective is the development of tasks in specific areas and the stimulation of self-directed and personalized learning.

A Competency is the possession of knowledge, aptitudes, and skills required for the adequate execution of a task acquired by means of learning

modules and that permit a rational carrying out and the fulfillment of a determined function within the library; for example, to file books on the shelves.

Area of Competency is the acquisition of a group of competencies by means of an orderly mixture of modules that develop aptitudes or skills in the determined area. For example, in order to carry out the interfiling of books in shelves adequately, the learner must have had the following modules:

- Dewey Classification System
- Dewey subdivisions
- code and its significance
- alphabet

Monitor is some person who joins certain characteristics that permits the transmission of the training and facilitates the learning of the apprentice. His most important function is to orient, supervise, and evaluate activities that the learner has acquired by means of modules, as well as the organization of activities that require his intervention.

## 7. Resources

The flexible system of learning demands the use of a monitor guide, a learner's guide, an exercise book, a notebook of evaluation, recompilation of obligatory readings, audiovisual and other material such as simulations, card games, etc.

Implementation requires an educational center, a library laboratory, and classrooms.

## 8. Contents

The contents are organized into two sections: areas of competencies and competences. Tentatively a project reflects the curriculum of teacher librarians through the flexible system of learning.



A. AREA OF ORGANIZATION AND METHODS

## AREAS OF COMPETENCIES

## COMPETENCIES

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|--|---|
| <p>A1. To plan service activities in coordination with the general plan of the school and the teachers of each grade.</p>                      | <ul style="list-style-type: none"> <li>a) Demonstrate knowledge and management of school programs.</li> <li>b) Demonstrate knowledge about the annual plan and about each school grade.</li> <li>c) Demonstrate knowledge about planning methodology.</li> <li>d) Demonstrate knowledge and management of material and equipment that the library directs, of the pedagogical value of the same, and their limitations.</li> <li>e) Establish a time schedule to use resources.</li> </ul>                    |
| <p>A2. To apply standards and procedures of the library system to your program.</p>  | <ul style="list-style-type: none"> <li>a) Use and manage the manual of standards and procedures for service organization and functioning established by the Learning Resource Centers.</li> <li>b) Identify areas of the program that do not fit the standards or the established procedures.</li> <li>c) Develop a plan of achieving standards and modification of needs of the Learning Resource Centers.</li> </ul>  |
| <p>A3. To systematically detect the needs and interests of the users and channel information, activities, and materials that satisfy them.</p> | <ul style="list-style-type: none"> <li>a) Identify interests and needs of the students based on their biopsychosocial development.</li> <li>b) Identify interests and needs of the surrounding community in relation to its individual characteristics.</li> <li>c) Select information and materials that satisfy the interests and needs of students, teachers, and the surrounding community.</li> <li>d) Prepare a plan to compile existing community resources that are useful in the program.</li> </ul> |

## AREAS OF COMPETENCIES

## COMPETENCIES

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| A4. To maintain records and data that contribute to the efficiency of the program in evaluation results.  | <ul style="list-style-type: none"> <li>a) Enumerate and describe the records that must be kept.</li> <li>b) Interpret statistical data as a function of service efficiency.</li> </ul>   |
| A5. Prepare monthly, annual and other reports solicited by the supervisor according to established lines. | <ul style="list-style-type: none"> <li>a) Describe and interpret information solicited in different reports.</li> <li>b) Identify the program elements and work plans that will form part of the report.</li> <li>c) Clearly and concisely edit different types of reports.</li> </ul>   |
| A6. Supervise and facilitate the training of personnel in your charge.                                    | <ul style="list-style-type: none"> <li>a) Describe the functions of each staff member.</li> <li>b) Identify programs that affect the accomplishment of functions, and suggest changes.</li> <li>c) Apply minimal techniques of personnel supervision.</li> </ul>   |
| A7. Maintain appropriate channels of communication with area supervisors of school library services.      | <ul style="list-style-type: none"> <li>a) Analyze the organizational structure of the Nucleus of School Library Services and determine the levels of authority.</li> <li>b) Describe mechanisms of communication with area supervisors of library services.</li> <li>c) Demonstrate knowledge about the supervision manual of the area library services.</li> <li>d) Identify areas of the program that need supervisor consultation.</li> </ul> |
| B. <u>AREA: TECHNICAL PROCESSES</u>   |  |
| B1. Suggest criteria for the evaluation and selection of material and equipment needed for your center.   | <ul style="list-style-type: none"> <li>a) Analyze the requirements of your program and the community in which the learning resources center is located.</li> <li>b) Develop a policy of evaluation and selection for your center.</li> <li>c) Develop a policy of audiovisual equipment selection as a function of the use of library services.</li> </ul>   |

## AREAS OF COMPETENCIES

## COMPETENCIES

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| B2. Participate in the team of selection, evaluation, and acquisition of materials and equipment of the coordinating organization.              | <ul style="list-style-type: none"> <li>a) Know the criteria of selection, evaluation and acquisition of the coordinating organization, established in the policy manual of selection and acquisition.</li> <li>b) Take new criteria from base to base in your center.</li> <li>c) Demonstrate the capacity to write critical reviews on material.</li> </ul> |
| B3. Obtain materials, not given out by the centralized service, by means of inter-library loan.   | <ul style="list-style-type: none"> <li>a) Identify real needs in order to solicit leading from other libraries and institutions.</li> <li>b) Demonstrate knowledge of other sources of resources.</li> <li>c) Plan the use of these materials.</li> <li>d) Demonstrate knowledge about the rules of interlibrary loan.</li> </ul>                            |
| B4. Assume the responsibility for the processing and organization of all material and equipment not processed by the coordinating organization. | <ul style="list-style-type: none"> <li>a) Demonstrate knowledge about the cataloging and classification process of material.</li> <li>b) Apply established routines of the procedures manual.</li> <li>c) Adapt organization principles to the actual situation of your center.</li> </ul>   |
| B5. Notify your users about new material, equipment, and services.  | <ul style="list-style-type: none"> <li>a) Establish user profiles of the school teachers.</li> <li>b) Prepare a program of promotion of new material.</li> <li>c) Plan the information process of new materials, equipment, and services.</li> </ul>   |
| B6. Prepare bibliographies of all types of materials.   | <ul style="list-style-type: none"> <li>a) Select, together with teachers, areas in the curriculum that justify the compilation of lists of material.</li> <li>b) Demonstrate knowledge about bibliographic entry form.</li> <li>c) Develop a process of making these lists.</li> </ul>   |



## AREAS OF COMPETENCIES

## COMPETENCIES

B7. Carry out the annual inventory of material and equipment of the learning resources center.

- a) Demonstrate knowledge about the planning and supervision of the inventory process.
- b) Demonstrate knowledge about the organization of the topographic catalog.
- c) Identify the necessary records in order to complete the inventory.
- d) Demonstrate familiarity with the inventory process in accord with the procedure manual.

C. AREA: SERVICES

C1. Consult and plan with teachers the appropriate use and hourly distribution for the use of materials in the teaching-learning process.

- a) Demonstrate knowledge about the academic program.
- b) Identify resource needs in different units of the academic program.

C2. Plan activities with classroom teachers, giving attention to the needs of the users and recommend ways to satisfy them.

- a) Identify academic and recreational needs of the students.
- b) Select material that satisfy these needs.
- c) Program general and specific activities for groups and individuals.

C3. Serve as a support for teachers in activities.

- a) Orient the teacher in library science about the different modes and styles in learning theory.
- b) Demonstrate knowledge about learning theories.
- c) Plan together with the teacher enriching classroom activities with appropriate materials at the level of child development.

C4. Help teachers integrate resources with educational activities.

- a) Demonstrate the use of different resources in specific areas of the academic program.
- b) Recommend bibliographies about the basic elements of instructional design.
- c) Prepare a resource unit for the learning unit.

## AREAS OF COMPETENCIES

## COMPETENCIES

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| C5. Stimulate student use of materials in order to accomplish their tasks. | <ul style="list-style-type: none"> <li>a) Identify requirement of the academic program.</li> <li>b) Establish channels of communication with teachers in order to know about tasks.</li> <li>c) Plan activities that relate tasks to resources.</li> <li>d) Demonstrate knowledge about the resources that the library has.</li> </ul>                 |
| C6. Plan activities that stimulate student and teacher use of materials.   | <ul style="list-style-type: none"> <li>a) Design a public relations program.</li> <li>b) Prepare a program of promotion of library materials.</li> <li>c) Plan, with students, teachers, directors, and the community, activities to stimulate reading and individual and collective research.</li> </ul>  |
| C7. Teach students and teachers the use of materials in the center.        | <ul style="list-style-type: none"> <li>a) Describe the characteristics of a program of instruction.</li> <li>b) Formulate a plan of training by grade.</li> <li>c) Produce teaching material that is useful in the training program.</li> </ul>  |
| C8. Guide the user in reading, visual, and auditory activities.            | <ul style="list-style-type: none"> <li>a) Demonstrate knowledge about children's literature.</li> <li>b) Demonstrate knowledge about the interests and reading of children according to their level of psychological development.</li> <li>c) Describe advantages and disadvantages of different types of visual and audiovisual materials.</li> </ul> |

## 9. Procedures

### General

This type of program requires that all the activities be centered on the planned objectives, which must start with a clear image of the strategy to follow. Next, a detailed plan is designed in order to accomplish this goal. In order to design the strategy one must know what activities must be accomplished, in what sequence, and what resources are needed in terms of equipment, material, timing, and personnel. The constant carrying out of the program is very important and implies a continuous process of review, consultation, and revision, which supplies a dynamism that permits accelerated change today in this society.

### Specifics

To prepare the learning program which aids in learning and acquiring competencies in an effective and efficient form.

To evaluate the learning process at its different stages.

Evaluation is initial, formative, and summative. It has as means written tests, questionnaires, observation guides, simulation, interviews, etc.

Initially, the accomplishments of each candidate in the entrance of the program are evaluated.

Training occurs after each cycle of competencies. The monitor gives an evaluation which permits the learner to know if he has reached the objectives previously set. In case he does not, he can accomplish the recuperation until he achieves the determined objectives. Besides, individual or group study can be proposed to library science students for each module. This permits the learner to develop knowledge, learning something new and reinforcing his concepts and reading habits.



## RESOLUTIONS OF THE 1980 IASL CONFERENCE

(Editor's Note: The following remarks concluded the 1980 IASL Conference held in Ciudad Guayana, Venezuela.)

After the last four days of work, the time has come to close this IX Annual Conference of the International Association of School Librarianship. During this time we have had the opportunity to hear interesting reports by delegates from Canada, Colombia, Costa Rica, Dominican Republic, England, Jamaica, Japan, Nicaragua, Peru, United States and Venezuela as well as from IASL, OAS, and IFILA. Thanks to those reports and the active participation of the public we have been able to reach the following conclusions:

1. In relation to the pedagogical functions of the school library.

1.1 The school library must be conceived as a media center, that offers to the student information resources that are important not only for reaching the objectives of the curriculum but also in the development of reading skills and permanent reading habits. Given the scarce human and economic resources available for library development, the school library must be also open to the community, serving as a cultural resource center.

1.2 Today, learning is conceived as a lifelong process. The school library is one of the instruments to support that process allowing the individual to develop independent information skills.

1.3 The educational process must respond to the rapid changes that are occurring in

all realms of society; the school librarians must be trained to comprehend those changes in a critical and participative approach and be able to transmit that approach to the student.

2. In relation to the present situation and perspectives of the School Library in Latin America.

At the present time interesting experiences are being carried on in school library development in different countries in Latin America and the Caribbean. Many of those experiences would be of use in other countries in the Region but due to a lack of information means, parallel developments are the rule. Therefore, it is recommended:

2.1 To intensify the exchange of information and experiences in the development of the school library services in order to optimize and rationalize the scarce human and economic resources available in the Region.

2.2 Stimulate the international organizations, both governmental and private, to foster the exchange of information and experiences by publishing their results at a regional level.

3. In relation of the training of school Librarians.

In Latin America and the Caribbean there has been a parallel development of training programs. Common elements in its conception have not been a systematic approach. It is recommended:

3.1 That a multinational and multidisciplinary team be organized that carries on research in order to:

3.1.1 Reach a better definition of the role and characteristics of professionals in charge of both school and public libraries.

3.1.2 Define, for Latin America and the Caribbean, the conceptual framework and the professional profile of the librarian in charge of libraries at the different educational levels.,

3.1.3. Develop within that framework training programs that respond to the specific needs of each country, but, at the same time, allow for a certain level of communality.

3.1.4 Request from the official organizations responsible in each country, for defining and executing personnel policies, to take into consideration the results of the research projects defined above.

#### 4. In relation to creating international associations.

Given the expressed feeling that time is ripe for exchanging information and executing common projects, the need arises for international organizations that incorporates school librarians, it is recommended that:

4.1 A provisional committee be organized to study the possibility of creating a regional association of school librarians in Latin America and the Caribbean.

4.2 To ask UNESCO to translate to other languages, significant documents related to school library services. An important document that requires immediate translation is "Guidelines for Planning and Developing Media Centers," prepared by Patricia Beilke and Laverne Carol, which should be disseminated urgently.

#### 5. In relation to school libraries in Venezuela.

Most Venezuelan school libraries have developed as independent organizations with-

in the school. In the last fifteen years three school library systems have evolved in which certain technical functions are centralized to rationalize resources and give support to each library. Those experiences provide results that allow the following recommendations:

5.1 To centralize the norming function for school libraries at a national level and develop regional centers that implement at the local level those policy and norming decisions. The school library system in turn must be incorporated within National Library and Information System to allow for continuity in the use of resources and standardization in policy implementation.

5.2 Regional centers should participate in planning, training and giving technical support to local library development. They should also implement programs at the regional level.

5.3 A Reading Policy of the State should be defined, in which among other elements a definition be included of the important role that the school library has to play in the development of reading skills and permanent reading habits.

5.4 The professional status of the school librarian must be defined as one of the fundamental prerequisites of the development of a National School Library System.

5.5 In the development of a National School Library System, the experiences developed until now must be taken into consideration and incorporated as an integral part of the system.



## MINUTES OF 1980 ANNUAL MEETING

The annual meeting of the International Association of School Librarianship was held on Wednesday, July 17, 1980 at the Intercontinental Hotel in Ciudad Guyana, Venezuela. The President, Mrs. Amy Robertson, presided. The minutes were approved as read. It was moved and seconded that the treasurer's report be accepted as appended. The President then presented her annual report to the conference.

REPORT OF PRESIDENT TO IASL

I believe I can say on behalf of the Board that IASL has had a successful year, the crowning achievement of which is this first bilingual conference in Latin America.

It is the people of this region who have wanted the Conference, worked for it and arranged it. The moving force has been Dr. Rodriquez and his staff and I am sure the years to come will bear testimony to the timeliness and importance of this Conference. The high interest shown by all is proof that rapid development is on its way.

As we look back at the Denmark meeting in 1979, we are pleased to report that our plans are being realized - our proposals for Regional chapters is getting off to a good start and we hope that by the end of the year as reported by our Director in Scandinavia, Mr. Axel Wisbom, the Scandinavian Chapter will be a reality. I express the hope that the Latin American chapter will also be a reality in the near future.

Publications. Work is progressing on the monograph series. Unfortunate circumstances have been responsible for the delay, but our Publications Committee is very enthusiastic and are working steadily.

The Guidelines for planning and developing school library media centers coauthored by ourselves and IFLA has now been published as reported before. We are approaching UNESCO the sponsors, about the possibility of translation into other languages, particularly Spanish.

Future Conferences. Plans for 1981 Conference in Aberystwyth, Wales, are very well advanced - thanks to our energetic Vice-President, Mr. Michael Cooke. The theme - "Libraries for All?"

Our Board Member, Mr. John Wright, has secured an invitation from the Canadian School Library Association for us to meet in that Country in 1982. We are interested in hearing what themes you would like discussed in 1982



and future meetings.

IASL/UNESCO Cooperative Action Project. The importance of this project, the UNESCO Book Coupon Project cannot be overlooked at this time of weak economies, and consequent poor library budgets, expanding school populations and the growing pattern of disruption in the lives of children throughout the world. The programme is now under the direction of Mrs. Lucille Thomas, and she needs all the support and help of this body. We are certain that the programme will achieve the success it achieved in the past if we are all behind it.

Task Force to Analyse Resolutions. We regret that the group which we tried to set up to analyse the resolutions passed at various conferences, and make proposals for implementing them, has not got off the ground. We would welcome offers of assistance from you.

Statement to WCOTP. A final draft of the Statement requested by WCOTP on "the place of the school library in education" is in final stages of preparation and will be forwarded to the Secretary-General soon. Copies will be appended to the Newsletter in course of time.

Conclusion. Every successive conference convinces us that the work we set out to do is worthwhile. We cannot be effective without members, and so I make an appeal for membership. Already 40 persons have joined this year. We are depending on you our members to help us bring them in.

The Nominations Committee, chaired by Walter Kalyn of Canada, presented the following slate: President for a second term - Mrs. Amy Robertson of Jamaica, Directors for a second term - Mr. John Wright of Canada and Mrs. Rosario Horowitz of Venezuela. It was moved and seconded that the nominations be accepted and the three officers elected.

Mr. Michael Cooke gave a brief report on the 1981 conference. The theme of which will be "Library Services to All". This will be held July 30th to August 4, 1981, at the College of Librarianship, Aberystwyth, North Wales. The emphasis will include supportive agencies for school libraries and it is expected that the independent TV and the BBC will do a joint broadcast. There will be a study tour of five days to look at school libraries in England following the conference. Information and application forms were available at the desk following the meeting.

There followed a discussion of memberships and attendances at conferences, with the hope that IASL may be able to develop more regional

centers so that more of the members will be able to attend meetings on a regular basis, even though they cannot attend the large annual world conference every year.

A resolution to Unesco that the new guidelines for School Library Media Centers be made available in Spanish was offered by John Wright. This was forwarded to the coordinating committee of the conference for presentation at the final session. It was also strongly advocated that at least some part of the Newsletter be printed in Spanish on a regular basis if possible, so that the members in Latin America would be able to participate more fully in IASL. It was also agreed that the minutes of this meeting would be sent to all members as soon as possible in Spanish. The President thanked Mrs. Rosario Horowitz who served as translator for the meeting as well as all of the members for both their patience and their interest. The meeting was adjourned.

Jean Lowrie  
Executive Secretary

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIPI.A.S.L.MEMBERS OF THE BOARD OF DIRECTORS 1980-1981

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VISITS TO LIBRARY SERVICES IN CIUDAD GUAYANA

17 July, 1980

Two groups of participants were organized in order to facilitate the observation of services and to permit translation to the foreign group. The visit included:

1. The Nucleus of library services in its locale of centralized service. The installations of training, technical processing, maintenance workshops, mobile units and depository were visited.

2. The "Ana Emilia Delón" Public Library, which serves students and the community was visited.

3. Two school libraries were visited: the "José Luis Guzmán" school group, and the "Puerto Ayacucho" school group. In them the teacher librarian and the supervisor explained the functioning and the school library and the experiences developed in this school in particular.

To end the morning, the waterfall of Llovizna, one of the most beautiful sights in the area of Guayana, was visited.

IXth CONFERENCE OF THE INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP  
(I.A.S.L.)

14 - 17 JULY 1980

CIUDAD GUAYANA-VENEZUELA

P R O G R A M

MONDAY: 14 July 1980

8:00 am Registration

11:00 am Opening Session

Welcome by the Organizing Committee  
Dr. Nelson Rodriguez Trujillo

Words of the Executive Director of the Banco del Libro  
Prof. Gustavo Bruzual

Words of the President of the International Association of  
School Librarianship, IASL  
Dr. Amy Robertson

Words of the Representative of the Venezuelan Corporation of  
Guayana (CVG)  
Dr. Eduardo Castaneda

Words of the Director of the Autonomous Institute of the  
National Library and Library Service  
Lic. Virginia Betancourt

Words of the Director General of the Ministry of Education  
Prof. Aurisela Alvarez Medina

2:00 pm What is the International Association for School Librarianship?  
Dr. Amy Robertson, President of IASL

3:30 pm Activities of the Regional Section of IFLA for Latin America and  
the Caribbean  
Dr. Rosario Gassol de Horowitz, Representative of IFLA

4:00 pm Recess

4:30 pm Pedagogical Function of the School Library  
Dr. Jean Lowrie, Executive Secretary of IASL  
Coordinator: Dr. Martha V. Tome, Representative of OAS  
Commentators: Dr. Carlos Ruiz, Submanager of the Division of  
Human Development of the Venezuelan Corporation  
of Guayana  
Dr. Michael H. Alleyne, Representative of OAS  
Prof. Arabia Cova, Director of the School of  
Library Science and Archives of the Central  
University of Venezuela

TUESDAY: 15 July 1980

8:00 am Present Situation and Perspectives of the School Library in Latin America and the Caribbean  
 Coordinator: Dr. Rosario Gassol de Horowitz  
 Participants:  
 Prof. Cesar A. Castro Aliaga, National Library of Peru  
 Lic. Orfa Báez Reinoso, Office of School Libraries of the Ministry of Education in Nicaragua  
 Dr. John G. Wright, School of Library Science of the University of Alberta, Canada  
 Prof. Hugo Acosta Cadena, Division of Documentation and Educational Information, Ministry of Education in Colombia  
 Dr. Elia María Van Patten de Ocampo, Head of the School Libraries Unit, Ministry of Education in Costa Rica  
 Dr. Amy Robertson, President of IASL, Jamaica

10:00 am Recess

2:00 pm Background of the School Library in Venezuela  
 Coordinator: Dr. Nelson Rodríguez Trjillo, Director of the School Libraries Program of the Banco del Libro

Participants:  
 Lic. Lilian Hung de León, Banco del Libro  
 Lic. Nelly Primera, Government of the State of Zulia  
 Lic. Doris Marcano de Diaz, Ministry of Education

8:00 pm Book Production in Venezuela, Reviews and Periodicals for Children  
 Coordinator: Prof. Gustavo Bruzual  
 Participants:  
 Prof. Lilian de Carías, "Tricolor" Review of the Ministry of Education  
 Lic. Marycarmen Pérez, "El Carabobeno" JoDuranl (of Valencia)  
 Lic. Carmen Diana Dearden, "Ekaré" Editions

WEDNESDAY: 16 July 1980

8:00 am Symposium on New Ideas and Trends in the Training of the School Librarian  
 Coordinator: Dr. Olga de Ojeda, Central University of Venezuela (UCV)  
 Participants:  
 Dr. Michael J. Cooke, School of Library Science in Wales  
 Lic. Minerva Leídenz, Ministry of Education in Venezuela  
 Prof. Arabia Teresa Cova, Director of the School of Library Science and Archives, Central University of Venezuela  
 Mrs. Mieko Nagakura, Institute of Educational Research of Tokyo, Japan  
 Prof. Hugo Acosta Cadena, Ministry of Education, CERLAL in Colombia  
 Lic. Elena D'Angelo de Sanz, Director of the Certification Program of the Banco del Libro  
 Lic. Marta Liendo, UCV  
 Lic. Carlos Ortuño, UCV  
 Lic. Yolanda Remírez, SINASBI



WEDNESDAY: 16 July 1980

- 2:00 pm Support of Public Libraries in the School System  
 Coordinator: Dr. Alfonso Quintero, Autonomous Institute of the  
 National Library and Library Service  
 Participants:  
 Dr. Graciela de Mantellini, Director of Librarian Services of the  
 Autonomous Institute of the National Library and Library Service  
 Lic. Alvaro Agudo, Director of Public Librarian Services of the  
 Banco del Libro
- 4:00 pm Recess
- 4:30 pm Perspectives of School Libraries in Venezuela  
 Prof. Lilia Carmona Revete, Director of the Office of Librarian  
 Services of the Ministry of Education
- 7:00 pm Volunteers:  
 Participants:  
 Lic. Elena D'Angelo de Sanz, Director of the Certification  
 Program of the Banco del Libro  
 Prof. Arabia Teresa Cova, Director of the School of Library  
 Science and Archives of the Central University of Venezuela (UCV)
- 8:00 pm Meeting of the Board of Directors of IASL, open to the conference  
 participants

THURSDAY: 17 July 1980

- 8:00 am Visit to the Nucleus of Librarian Services of Ciudad Guayana
- 2:00 pm Volunteers:  
 Coordinator: Lic. Carlos Ortuno, General University of  
 Venezuela (UCV)  
 Participants:  
 Ing. Blas Menda, Executive Secretary of SINASBI  
 Mrs. Flor Thomas de Alarcon, Nucleus of Librarian Services of  
 Ciudad Guayana  
 Lic. Crucia Hernandez de Malaver, Office of Culture and Education  
 of the State of Aulia  
 Mrs. Mieko Magaura, Institute of Educational Research of Tokyo,  
 Japan  
 Prof. Arabia Teresa Cova, Director of the School of Library  
 Science, Central University of Venezuela
- 8:00 pm Closing  
 Reading of the Resolutions of the Conference  
 Dr. Nelson Rodriguez Trujillo  
 Words of the President of the Banco del Libro, Dr. Miguel Pinto S.  
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